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ABSTRACT

English Teachers' Journal is an official publication of the Israeli Ministry of Education, Culture and Sport. Each issue contains a series of articles on a single theme, a theme that changes with every issue. Regular features include "Spotlight on Schools"; "Of General Interest"; "From the Field"; "Book Reviews"; "Bulletin Board"; "Round Table Discussion"; "Letters to the Editor"; and "Bagrut Answer Keys." Number 50 focuses on computer assisted language learning (CALL). The articles in this edition represent a wide spectrum of thought on the implementation of CALL in the English classroom. The English Inspectorate not only encourages teachers to become computer literate but also wants to provide maximal opportunities for integrating computers into the classroom. Number 51 focuses on whole language and how it has been adapted to the teaching of English as a foreign language in Israel. It is important to note that the Israeli Ministry of Education has not adopted whole language as it is widely known in the United States and elsewhere, but has orchestrated a combination of communicative methodology and whole language principles suitable to the needs of Israeli pupils. The emphasis is on providing a print-rich environment with abundant opportunities for reading and writing. This edition also includes background information on the Israeli "National Standards for Learners of English: A Curriculum for Israeli Schools." (Most articles contain references.) (KFT)

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ED 451 728

English Teachers' Journal, 1997.

Judy Steiner, Editor

March/December 1997,
Numbers 50-51

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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משרד החינוך התרבות והספורט
המזכירות הפדגוגית הפיקוח על הוראת האנגלי
MINISTRY OF EDUCATION CULTURE AND SPORT
PEDAGOGICAL SECRETARIAT ENGLISH INSPECTORATE

עלון למורים לאנגלית

English Teachers' Journal

ISRAEL

NOVEMBER 1997

51

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MY SPELL CHECKER

I have a spell checker
It came with my PC
It plane lee marks four my revue
Miss steaks aye can knot see

Eye ran this poem threw it
Your sure real glad two no
Its very polished in its own weigh
My chequer tolled me sew

A cheek or is a blessing
It freeze yew lodes of thyme
It helps me right awl stiles two reed
And aides me when aye rime

Now spilling does not phase me
It does knot bring a tier
My pay purrs awl due glad den
With wrapped words fare as hear

To rite with care is quite a feet
Of witch won should be proud
And wee mussed dew the best wee can
Sew flaws are knot aloud

So ewe can sea why aye dew prays
Such soft wear four pea seas
And why eye brake in two averse
Buy righting want to please

Author unknown

Thanks to Lita Arkin for sharing this with us, and to Jimmy Backer for requesting humor in cyberspace.

◆

A plan for the improvement of English spelling

For example, in Year 1 that useless letter "c" would be dropped to be replased either by "k" or "s," and likewise "x" would no longer be part of the alphabet. The only kase in which "c" would be retained would be the "ch" formation, which will be dealt with later. Year 2 might reform "w" spelling, so that "which" and "one" would take the same konsonant, wile Year 3 might well abolish "y" replasing it with "i" and Iear 4 might fiks the "g/j" anomali wonse and for all.

Jenerally, then, the improvement would kontinue iear bai iear with Iear 5 doing awai with useless double konsonants, and Iears 6-12 or so modifaiing vowlz and the rimeining voist and unvoist konsonants. Bai Iear 15 or sou, it wud fainali bi posibl tu meik ius ov thi ridandant letez "c," "y" and "x" — bai now jast a memori in the maindz ov ould doderez — tu riplais "ch," "sh," and "th" rispektivli.

Fainali, xen, aafte sam 20 iers ov orxogrefkl riform, wi wud hev a lojikl, kohirnt speling in ius xrewawt xe Ingliy-spiking werld.

Mark Twain

Thanks to Peter Mostovoy for sending us the above.

English Teachers' Journal

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GUIDELINES FOR CONTRIBUTORS

Articles should be **double spaced with wide margins** on A 4 paper, preferably with the accompanying diskette. Please include: the title of the paper, your name, the educational institution where you are presently working and your job description, two to three sentences about your professional background and a recent passport photograph. Please make sure to give full information when using quotations and references.

Authors of articles accepted for publication will be notified. All articles are subject to editorial revision.

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Dear Readers,

It is with great pleasure that we bring you the English Teachers' Journal #50 with its focus on computer-assisted language learning (CALL). The articles in this edition represent a wide spectrum of thought on the implementation of CALL in the English classroom. The English Inspectorate not only encourages teachers to become computer literate, but also wants to provide maximal opportunities for integrating computers into the classroom. It is through the work of the Inspectorate's dedicated computer counselors, headed by National CALL Counselor Jimmy Backer, that these educational initiatives have become more and more a classroom reality.

It is ironic that this issue is published at a time when we are beleaguered with budget problems related to the employment of CALL counselors — problems which will hopefully be resolved in the very near future. There is no doubt that the CALL counselors provide the essential link between teachers in the classroom and the world of technology.

Although these budget problems have created certain setbacks, the pursuit of CALL in the classroom must not be abandoned. I hope the following will provide some solace.

* *Richard Bach completed only one year of college, then trained to become an Air Force jet-fighter pilot. Twenty months after earning his wings, he resigned. Then he became an editor of an aviation magazine that went bankrupt. Life became one failure after another. Even when he wrote Jonathan Livingston Seagull, he couldn't think of an ending. The manuscript lay dormant for eight years before he decided how to finish it — only to have 18 publishers reject it. Once it was published, however, the book went on to sell 7 million copies in numerous languages and make Richard Bach an internationally known and respected author.*

* *In 1935, the New York Herald Tribune's review of George Gershwin's classic Porgy and Bess stated that it was "sure - fire rubbish."*

* *In 1905, the University of Bern turned down a doctoral dissertation as being "irrelevant and fanciful." The young physics student who wrote the dissertation was Albert Einstein, who was disappointed but not defeated.*

(Taken from A 3rd Serving of Chicken Soup for the Soul by Jack Canfield and Mark Victor Hansen, 1996, Health Communications, Inc.)

Judy Steiner
Editor and Chief Inspector for English

IN MEMORIAM

MIRIAM GREENWALD
ENGLISH INSPECTOR 1973-1993

Some people come into our lives and quickly go.
Some stay for a while and leave footprints on our hearts and we are never, ever the same.
(Source unknown)

Dear Miriam,

I miss you. I miss your laughter, your patience and your very special talent to listen, to encourage and to help. I miss your sincerity, your wisdom and your love and understanding. You were always there for me and in my heart, I still hear you.

Judy Steiner

General information

The English Inspectorate has sent a special bulletin, *The English Bagrut Exams,* to all high schools. The bulletin explains the goals and the decision-making process in the Bagrut, summarizes changes and gives a detailed description of each examination. In the near future, schools will be sent examples of the new sections of the examinations, together with writing scales.

The changes in the Bagrut examinations present a challenge to English teachers, requiring them to shift the focus of what is being taught and how. In order to help teachers, local English inspectors will be meeting with them to discuss the significance and implications of the changes and to explore alternative approaches to teaching English.

Reading for Pleasure

In addition to the million shekels that the Education Ministry budgeted for purchase of books in English last year, an additional NIS 1,600,000 has now been approved, enabling an additional 185 junior high schools to establish English libraries. The English Inspectorate requested this budget in order to implement the principles of sustained silent reading. Schools were selected by the local English inspectors based on specific criteria. It is hoped that next year additional funding will be approved so that all junior high schools will ultimately receive financial assistance.

The *Bridges* Project

"Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own." (Nikos Kazantzakis in Buscaglia, Leo, *Living, Loving and Learning,* Ballantine Books, 1982.)

The *Bridges* Project is a grass-roots endeavor, being developed during this school year as a collaborative effort between inspectors, counselors and teachers. A pilot project carried out in about 60 elementary schools, it is not a set program that teachers are being asked to implement. Instead, participating schools are deciding how to implement a philosophy of whole language teaching in a foreign language learning situation.

Bridges is based on an action-research model, and provides an opportunity to discover and implement educational innovation. The project is less a revolution in language teaching than a way of rethinking and re-examining what has been done in the past in the light of whole language principles.

Schools were chosen according to the following considerations:

a. elementary schools involved in the whole language project in Hebrew
b. elementary schools where English teachers have expressed a strong interest in participating in the project.

Inspectors spoke to both English teachers and principals before finalizing a school's participation. Each school decided which grades should take part. Teachers were required to participate in intensive initial in-service training in the summer. During the school year, in-service sessions are being given both at district and national levels. Teachers have been asked to keep Mondays free for this.

Nira Trumper-Hecht is national counselor for the *Bridges* Project. She is responsible for working with local English inspectors and teacher counselors, for planning national in-service courses, local counseling and for visiting the teachers during their lessons. In addition, local English inspectors have appointed one of their counselors to coordinate the project, being responsible for the coordination of local in-service training sessions, support, guidance and so on. Secondary schools interested in adapting and adopting some of these principles are invited to participate in the project.

What are the principles of whole language?

1. Learning progresses from whole to part.
2. Classes should be learner centered.
3. Learning should be meaningful and purposeful.
4. Learning takes place in social interaction.
5. Learners need input from all four modes.
6. Faith in the learner promotes learning.

The following is an adapted whole language approach, appropriate to the needs of foreign language learners in Israel. *Bridges* is based on the following principles:

a. A belief in the integration of the four skills from the beginning stages of learning.
b. The integration of whole language teaching strategies into the classroom routine in order to develop literacy and facilitate learning.
c. The use of "real" books (books not written especially for the teaching of English), as an integrated part of the classroom curriculum.
d. There should be no **formal** teaching of grammar in elementary classes. Too much time is spent on learning about the language and on drilling tenses, with not enough time to enable children to interact meaningfully and derive joy from learning a new language.
e. The importance of encouraging pupils to take risks and recognizing that errors are part of the learning process.
f. Ensuring that there is a print-rich environment in the classroom.

Note: a special edition of the *English Teachers' Journal* is being prepared on the subject of the philosophy of whole language learning.

TEACHER TRAINING PROGRAMS

Aliya 2000 - English Teachers in Israel

The Aliya 2000 Project continues. This is a joint Education Ministry-Jewish Agency project to train BA graduates who have immigrated from English-speaking countries to become English teachers. The program's first graduates are now teaching English in schools in areas of high national priority all over the country and discovering the terrific challenge ahead of them. The second group, studying at Oranim, is midway through the teacher training program, and the third will soon complete their Ulpan and begin their teacher training at Talpiot Teachers' Training College in March.

Refresher Courses for New Immigrant Teachers

Two courses for preparing new immigrant teachers to teach English as a foreign language in Israel are underway this year, one at Beit Berl Teachers' College and the other at David Yellin.

These courses give teachers the necessary tools for effective instruction in the Israeli educational system.

The Fifty-Fifty Program, Gordon College of Education *by Ella Mazar*

The term fifty-fifty usually refers to a situation in which two parties each contribute half to form a bonded whole. In the case of the 50-50 program sponsored by the Ministry of Education, a situation exists in which both parties actually contribute 100 percent. The ministry provides maximum support for students and the students in turn give their all to their studies and teaching positions.

The 50-50 program is designed for native speakers of English with either a BA in English or a BA in another subject. These students (16 in the second year of studies and 20 in the first year) have now decided to become English teachers in Israel. With their strong academic backgrounds and fluency in the language, they are immediately placed in half-time teaching positions which they hold concurrent with their studies. These studies take place over two years and a full summer at the Gordon College of Education.

The college staff has designed a course which provides a strong and intensive background in methodology, linguistics, and the whole gamut of courses necessary to acquire teaching certificates in Israel. Included is one full day of practice teaching — not related to their jobs — in the first year of studies, where students are monitored and observed by a master teacher and teaching supervisor. It is easy to see that 100 percent effort is required from all students, as the program is both rigorous and challenging.

In turn, the Ministry picks up tuition costs and pays students for an additional hour for each hour that they teach in their job placements. Hence the name: 50-50. This financial incentive is, in many cases, the only way that qualified people can take the time to retrain in English education. Indeed, at the end of the two-year training period, they commit themselves to teach for a minimum of two more years in the system, wherever the need may be.

As a teacher in this program for the past two years, I can testify that the participants' commitment is for much longer. Even with ministry help, this is not an easy program. The best and the brightest have applied, been accepted and continued through, and it is with great excitement that I anticipate calling them colleagues when their studies are concluded. The gift that the ministry has given them will be returned tenfold. Their contribution in the field will, I believe, have an impact on the future.

Until that time, the students' learning curve is accelerated as their field experience accelerates. The tension they feel learning on the job is great and exacerbated by the hard fact that, while inexperienced students, they are expected to act as professionals in their job placements. Thankfully, many have found willing mentors from the pool of teachers already in the field and have benefited from the warm supportive environment of Gordon College.

Watching them go through this intensive process of becoming teachers has been a privilege. I am glad to add my 100 percent backing to the 50-50 program.

Note: new immigrant academic retraining programs are being held in teacher training colleges throughout Israel.

Planning a computer-assisted lesson

Nili Mor, Tamar Bracha, Ida Heilweil and Orit Freidenreich

Using the computer to assist in language teaching differs from teaching an ordinary classroom lesson in several aspects:

Frequency
The class may visit the computer room once a week or once a month.

Availability
The computer room isn't always available when you want it.

Method
The pupils usually work in pairs or groups because they share computers.

Organization
An entire exercise should be completed during the time-span of one lesson.

Skills
Pupils must be familiar with the new tools they are using: the computer and the programs.
The lesson in the computer lab should not be isolated. Considering the computer is a teaching aid, it should be integrated naturally into the curriculum. Plan carefully when you want to utilize the computer and what purpose it will achieve. If you don't plan the computer lesson properly, it can result in one of the following situations:

* You may find you haven't yet reached a point where you have an appropriate activity for the computer, even though you've scheduled the class to the computer room.
* You wake up one morning and decide this would be a perfect day to have a lesson in the computer room, but arrive at school to find that another teacher has already reserved it for the entire day.
* The pupils manage to complete all the exercises before the end of the lesson, and you can't think of anything else to do, and so waste valuable time in the computer room.
* You choose a wonderful exercise, but the bell rings before the pupils finish the activity and the class isn't scheduled to visit the computer room again until next month.
* You end up using the computer as an electronic worksheet instead of taking advantage of its uniqueness as a tool that develops skills pupils need to become independent learners.

Now that you agree with us about the importance of planning lessons properly, you're probably asking, "How do I actually plan a computer-assisted lesson?"
We, the Tel Aviv area CALL[1] coordinators, have put together a basic outline that should guide planning a computer-based activity.

Planning a computer-assisted lesson

Activity
Give your activity a name.

Aim
What's the purpose of the lesson?

Level
What grade are the pupils?

Time
How long do you need to complete the lesson/exercise?

Software
The computer programs needed for the lesson.

Preparation
Extra materials you must prepare ahead of time.
TIP: Remind pupils ahead of time to bring notebooks and writing implements into the computer room.

Teaching Method
* Frontal demonstration by the teacher using one computer, projected onto a large screen
* Individual pupil work

* Pair work
* Group work

Pre-Computer Work
The work done in the regular classroom before the computer lesson, or work done in the computer room just before using the computers.

Computer Work
The exercise/s that will be performed on the computer.

Post-Computer Work
The lesson on the computer should be followed by an activity that will tie all the ends together.

Skills Used
The computer is a tool which promotes independent learning. Choose the skills that your activity will develop:

* Organizing and comparing ideas in charts, tables, graphs and databases.
* Reaching conclusions after sorting, gap filling, matching and choosing.
* Writing and editing passages by inserting, moving and deleting blocks of text.
* Integrating the basics of reading, writing and listening comprehension through multimedia.
* Researching material in local retrieval systems and across international networks.
* Developing motor skills while using the keyboard and mouse.
* Communicating and cooperating with peers.

In What Way Is The Computer Unique?
How is work on the computer different and more effective than what could have been done with a pencil and paper? Perhaps there's no real reason to use the computer for a certain activity.

Teacher's Role
This will vary from activity to activity. The teacher will be busy guiding, explaining, encouraging, observing, correcting and keeping control. More time will be available to give individual attention to students who need it.

Variations
Perhaps there is more than one way to carry out an activity.

Sample Lesson I
The following is a sample lesson using a Public Domain software program (that means you can copy it for free). TEXTPLAY[2] was developed by Jimmy Backer.
TEXTPLAY consists of six exercises. Each exercise presents a chosen text in a different cloze style. The six exercises are:

a. Cloze With Word Pool
Presents the student with a cloze passage and an alphabetized list of all the words that fit into the various blank spaces.

b. "Space It"
This is a reading comprehension exercise that strips away capitalization, punctuation and spaces in a text.

c. Memory Game With First Letter
The student reads the original text, pushes a key and is then faced with a text in which all of the first letters have been replaced by spaces.

d. Memory Game
The student reads the original text, pushes a key and is then faced with a text in which all of the letters have been replaced by spaces.

e. Cloze-Practice Mode
Presents the student with a standard cloze passage and supplies immediate feedback, so the student can make corrections.

f. Cloze-Exam Model
Presents the student with a standard cloze passage, but doesn't supply immediate feedback. The student sees the results at the end of the exercise.

Planning a unit - Textplay

Activity
Playing with texts

Aim
* Active vocabulary practice and review
* Writing a short text

Level
Any grade

Time
One lesson

Software

TEXTPLAY program for each computer and any ASCII[3] word processor

Preparation

Prepare a text to be used with TEXTPLAY based on a reading passage you completed during the previous lesson/s.

Teaching Method

A pair or group of pupils works at each computer.

Pre-Computer Work (the lesson before the computer lesson)

a. Work on a text in class, including vocabulary.

b. Homework: Pupils prepare their own texts based on the vocabulary from the lesson. Tell pupils that during the following lesson they will type their passages on a word processor to prepare a game for their friends. They will be motivated to prepare the passage carefully knowing the assignment has a real purpose.

Computer Lesson

Stage 1:

Pupils work on a text in TEXTPLAY that the teacher has authored (it is recommended that each pair or group works on two activities).

Stage 2:

Using the ASCII word processor, pupils type the text they prepared at home. Save the pupils' texts on the same disk in the same directory as TEXTPLAY.

Stage 3:

Pupils exchange computers and play their friends' games. If there is no time available for playing directly on the computer, print[4] the cloze passages to be worked on in class the following lesson.

Post-Computer Work (next lesson)

Complete the work sheets that were printed the previous lesson.

Skills Used

Reading, writing, spelling, punctuation, editing, typing, cooperating.

In What Way Is The Computer Unique?

- Enables simultaneous work at different levels of difficulty.
- Suggests a variety of activities based on the same text.
- Displays immediate feedback.
- Promotes production of a clear output of pupils' work.

Teacher's Role

The teacher is not the source of knowledge, but guides the pupils in their work.

Variation

a. Instead of writing paragraphs, pupils can use single sentences.

b. Another program by Jimmy Backer is called MIXED[5]. MIXED tests and strengthens students' understanding of paragraph structure. The program takes apart a text that the teacher has previously saved on the disk and presents the lines of that text in random order. The student, without previously seeing the correct version, must figure out the correct order of the original text. Using the same ASCII word processor, pupils can either adapt the file that they have already prepared for use with TEXTPLAY or prepare a new file for MIXED. Pupils can play each other's games at the computers and/or print them for other classmates to solve the following lesson.

Sample Lesson II

ECLIPSE[6] In 1979, a computer program was created, based on the cloze procedure. Then, in 1981, Wida Software published a program called STORYBOARD in which you had to fill in all the words. Since then several forms of the program have appeared. ECLIPSE is the most elaborate and flexible form yet released.

You have to rebuild a text in which some or all of the words have been eclipsed. Guess the words, one at a time, in any order. Each correct word will be printed in all the right locations.

You can include or exclude certain types of words, to tailor the starting form of the text to make the game easier or to focus the activity on the language feature you want practiced.

There are three modes of play:
a. rebuild a text on your own
b. play against the computer
c. play against another player

During play, the computer will make noises to show it has found words, and beep when your guesses are wrong or you make other mistakes. It also makes a typewriter-like noise as it enters its own words. If you interrupt a game, you have the option of saving it. If you do, the program asks you at the beginning of the next session if you want to continue the saved game. If you say Yes, the game resumes from the exact point at which you left it, including all the words you have already tried.

Planning a Unit - Eclipse

Activity
PEACE — the central topic for the 1994-95 school year

Aim
Listening and reading comprehension

Level
Grade 6 and up (pupils must be able to read and write)

Time
One lesson

Software
ECLIPSE

Preparation
* Type the song *Imagine* by John Lennon, using the EDITOR that comes with the program.
* Printed copies of the song
* An audio tape of the song
* A tape recorder

Teaching Method
Frontal presentation followed by individual work by pupils

Pre-Computer Work
Discuss the concept of peace with pupils. How do they see peace? What do they wish for, what do they fear? What kind of world will it be when we all live in peace? List pupils' answers on the board.

Computer Work
Pupils listen to the song on a tape while they fill in the missing letters on the screen. (They may listen approximately three times.) Note: they have to write the whole word and not just the missing letters.

Post-Computer Work
Elicit from pupils the causes of war and the vision of peace, according to the song. Compare these with what pupils listed before listening to the song. Homework: Ask pupils to write down what they wish to see in a world at peace. Give examples in the same way as Lennon in the song.

Skills Used
Scanning, spelling, typing, listening, reading

In What Way Is The Computer Unique?
* Immediate feedback for the pupil in the form of noises and beeps.
* A variety of levels and challenges for a heterogeneous class.
* The program keeps a record of pupils' progress for teachers to check periodically and see what types of problems they are having.

Teacher's Role
Conduct the pre-computer activity.
Make sure pupils can handle spelling the words.

Variations
* Pupils hear the song for the first time during the lesson prior to the computer lesson.
* Pupils can look at the screen the first time they hear the song, but cannot complete it.
* Pupils can listen to the song while viewing the completed text. (Press F2 to view the completed text, but be aware there is a time limit.)
* ECLIPSE has various levels of difficulty built in. Choose a higher level after pupils have successfully mastered the text.
* For a heterogeneous class, the teacher can determine the level of difficulty for each

pupil.

* An extra activity using the same text might make use of the MIXED program presented in Sample Lesson I.

Appendix 1:

"Imagination is more important than knowledge" - Albert Einstein

Your imagination is the ability you have to think of and form in your mind pictures and ideas of things that are different, interesting or exciting.

Imagination is the ability to deal successfully with new or unexpected situations or problems.

IMAGINE by John Lennon

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today...
Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people
Living life in peace...
You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one...
Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world...
You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one ...

Appendix 2:

Use the blank outline to plan your computer activities. Feel free to make as many copies as you want and/or adapt and change it in any way to suit your needs!

Explanation / Examples

ACTIVITY
AIM
LEVEL
TIME
SOFTWARE
PREPARATION
TEACHING METHOD
PRE-COMPUTER WORK
COMPUTER WORK
POST-COMPUTER WORK
SKILLS USED
IN WHAT WAY IS THE COMPUTER UNIQUE?
TEACHER'S ROLE
VARIATIONS

Notes:

[1] CALL — Computer-Assisted Language Learning.

[2] For more information about using the program, see the documentation file that comes on the diskette (textplay.doc). You can copy the program at any one of the Pedagogical Centers for Computer Applications or send a brand new blank diskette and a stamped, self-addressed envelope to: Jimmy Backer, Kibbutz Gadot, D.N. Hevel Korazim 12325.

[3] ASCII (pronounced ask-key) stands for the American Standard Code for Information Interchange. It is the code the computer uses to create the characters we see on the screen.

Popular ASCII word editors are the DOS Editor and Q-Text. Since Einstein and Microsoft Word for Windows are not based on ASCII, they cannot be used to create text files for Jimmy Backer's programs.

[4] There is no special "print" command built into the program. If you press the "print screen" key on the keyboard, the computer will send a printout of the cloze passage on the screen directly to the printer.

[5] The description was adapted from the documentation file (mixed.doc) that comes with the diskette. This program is available through the same sources as TEXTPLAY.

[6] ECLIPSE by John and Muriel Higgins is available in Israel through Linguatech, at P.O.Box 10577, Jerusalem (phone: 02-6734056).

The description of the program is adapted from the Eclipse. doc file on the original diskette.

Nili Mor, Tamar Bracha,
Ida Heilweil and Orit Freidenreich
are CALL coordinators in Tel Aviv

Computers as a tool for teachers of heterogeneous classes

Debby Toperoff

"Learners differ in whether they learn, how they learn, when they learn and what they learn" (Altman, 1980)

"If the computer is to have any significant impact on education, it will be as part of ... environments able to respond to a broader variety of learning differences" (Dublin et al. 1994)

The enormous challenge facing the teacher in a heterogeneous class is summarized by Altman (above): how is a teacher to provide learning experiences that do not consist of all learners doing the same thing, at the same time, in the same way — and do so without reaching physical and mental collapse? I believe computers can make a valuable contribution to meeting that challenge.

Addressing the Problems

In attempts to meet the needs of the individual in the heterogeneous class, teachers come up against problems of:

(i) **Organization:** how to handle different things going on at the same time;
(ii) **Material:** where to find materials that cater to different needs;
(iii) **Changing roles:** breaking traditional patterns of classroom interaction that are incompatible with meeting the individual's needs.

Many dedicated teachers are tackling these problems by working supremely hard at organizing learning-time fruitfully, preparing materials on different levels and breaking old lockstep patterns of language teaching without benefit of computers. I would like, however, to highlight the natural compatibility between computer-assisted language learning and the heterogeneous class, which can address all three of these problem areas.

1. The Individualization Of Learning

* Members of the heterogeneous class have varied needs as to the pace and the level of practice they require, the amount and kind of help they need, and their favored style of learning.

* Almost all computer-assisted language learning (CALL) programs today cater to at least some of these needs. They usually allow students to control not only the **pace** of their work and their **route** through the program (what order to work in, where to start and finish, whether to repeat sections) but also the amount of **help** they consult (glossaries, review of rules and remedial practice). Variety in CALL exercise types, audio-visual screens and the kinesthetic nature of on-screen language manipulations make it likely that different learning-styles are accommodated. Many CALL programs also offer options in **level** of material and activity (simpler and more advanced texts, receptive and more productive tasks) and **mode** of work (a tutorial or mini-lesson, a game, a test, etc.). The computer lesson gives **individualized feedback,** directive feedback rather than just right/wrong information, in many cases; it gives the learner its undivided attention in ways that only a private teacher can do, catching misunderstandings at the first error rather than allowing a whole exercise full of the same mistake (a sight all too common in our pupils' notebooks). Moreover, there is the organizational assistance offered by the personalized **record-keeping** facility of many programs, which provides busy teachers with a simple means of keeping track of what the individual has been doing.

* Finally, the printed page, the recorded conversation – these are static and, however appealing, will not be just right for every member of a group. But by means of **open programs** – those that enable teachers to

feed their own texts into an existing activity with ease – and **tools** such as wordprocessors and databases, computers make true individualization of activity possible for the learner and provide teachers with infinitely variable lessons. Such programs generate a great deal of learner-centered language work for a comparatively small investment of the teacher's time and effort.

2. Interactivity

It is an educational commonplace that we learn by doing. A major strength of the computer as an educational tool is that its interactivity – the way it reacts and demands reaction at every stage – means that the learner sitting opposite it is prompted into activity. The image of students facing their computers immobile and passive (as many unfortunately face their teachers) is simply unthinkable. Insofar as the computer is constantly inviting response, offering hints, correcting, challenging and guiding, the learner is continually engaged in responding and adjusting responses, consulting, reviewing, deciding and checking progress.

This interaction puts learning firmly in each learner's control, regardless of level and aptitude, for it is a learner's tool for what Allwright (1989) calls **navigation,** one's active management of learning by steering round the obstacles the lesson presents. Similarly, if "academic learning time" (ALT) is defined as **the amount of time a student spends attending to relevant academic tasks while performing those tasks with a high rate of success** (Schwartz and Vockell, 1988), computer time compares favorably to other modes of learning in providing ALT for every single pupil.

In the heterogeneous class, we aim not just at activating the learners, but at activating all in appropriate tasks for their level. Clearly, the computer's combination of interactivity and individualization makes it a highly effective tool for our purpose.

3. Learner Independence

A teacher cannot provide all that is necessary simultaneously to each learner in the heterogeneous class. Preconditions for effective individual work are, therefore, a learner who has acquired habits of independent work and assignments which can be carried out without teacher guidance.

Teachers can and do design effective paper-based materials for learners to work on independently and in groups, by building into the task design features that support the learner and enable independent work: features such as clear user-friendly instructions, visual support, answer keys for self-assessment and pupil progress charts. But it hardly needs to be pointed out that all these features are second nature to computer language tasks. So CALL programs can be an outstanding asset to the busy teacher by supplementing teacher-made activities with a large quantity and variety of motivating materials which have been **designed for self access.** In addition, the practice in independent work provided by CALL activities can actually contribute to learner-training (see below) toward independence.

4. Learning Strategies

"The only man who is educated is the man who has learned how to learn"(Rogers, 1969). Learners must, therefore, be encouraged and trained to participate actively in the learning process and take over part of the responsibility for their learning. I believe that computer work makes a contribution to **learner training** by promoting optimal attitudes for continuing learner development. For example, CALL learners become used to continually **exercising choice and making decisions** to promote their learning, rather than merely complying with external direction. Is this the right speed for me? Should I take the clue at this point? Should I repeat this exercise and improve my score? Do I need that activity? and so on. This is a healthy habit that will promote ongoing learning.

Moreover, good language-learners **take risks** (Naiman et al., 1978) and computers, by enabling learners to do so without fear of losing face in front of their peers and teacher, help them to see guessing as useful, and the program as a tool for exploring language actively. We ask more questions when the asking is unthreatening and the answers simple to obtain, so that learners freely **use inference strategies** when working on computerized gap-filling tasks and frequently **consult reference tools** without external prompting.

Another useful strategy is the habit of **self-monitoring.** While teacher-imposed tests are seen as threatening, to be avoided if possible, learners actively seek information on their progress via their computer sources. Cheating becomes irrelevant when self-monitoring is part of the learning process of the active and independent learner.

5. Development Of Heterogeneous Teaching Style

I would even go so far as to say that the teacher who finds it difficult to break away from a frontal teaching style – that break which is so essential to successful heterogeneous teaching - may find a gentle path to managing and appreciating individualized and cooperative learning with the help of some motivating CALL lessons. Computer-assisted lessons are flexible and suit individual, pair or small-group work; the only mode with which they are incompatible is the frontal mode.

EXTREMES OF ABILITY IN THE LANGUAGE CLASS

1. More Able Learners

Computers can help the teacher keep more able learners continually stimulated and challenged. These are the learners who tend to need and want independence most and handle it best. With these students, the computer can indeed be a tool for stretching their language capacity, offering concordances and other reference tools to expose them to real language use and improve their accuracy. They may utilize idle class time to the full, writing for a real audience by using electronic mail, working on in-school publishing projects and perhaps using program generators themselves to create new games and activities for their peers.

2. Less Able Learners

CALL offers solutions to many of the problems that make it difficult to reach this learner population (see table p. 14). Experience has shown that with the help of the right programs, less able learners gain new motivation, become more confident and independent, extend their concentration span and stay active. This is borne out by research into benefits of computer use among high- and lower-achieving pupils (e.g., Lillie et al., 1989). It is more vital than ever, however, with this population, that the program suit their level and their needs. The wrong program can frustrate and disillusion the learners, and squander the computer's potential for helping them and their teacher.

Teachers may find a gentle path to managing and appreciating individualized and cooperative learning with the help of some motivating CALL lessons.

SELECTING PROGRAMS FOR THE HETEROGENEOUS CLASS

I hope I have shown that most CALL programs can offer work that is variable in different ways, with potential to satisfy the needs of learners and teacher in the heterogeneous class. That does not mean, of course, that all programs will be appropriate for every heterogeneous class. The teacher who knows his/her class and takes the time to examine several programs carefully will be able to make the right choice, bearing in mind that the most useful and cost-effective programs for the heterogeneous class will be those that offer the greatest degree of variability and especially the open programs, which are just waiting for the teacher to help them become "all things to all pupils."

COMPUTERS AND THE LESS ABLE LEARNER

PROBLEM Learner may show:	COMPUTER SOLUTION It offers:
lack of motivation	motivating learning – attractive, novel, fun
slow learning	learner-controlled pace, it never loses patience
lack of confidence	non-threatening learning environment, no loss of face, step-by-step success, positive response to every appropriate move, unlimited chances to repeat/improve scores – builds confidence
impatience/impulsiveness, need for continuous reinforcement	immediate feedback
short concentration span	interactivity — keeps learner actively participating, variety of activity enables frequent change
dependence on teacher	a. individualization – "private teacher," remedial teaching b. learner-centered approach – learner practices taking control, helps wean learner from over-dependence on teacher
need for sensory stimulus	appeals to senses via color, graphics, animation, sound, hands-on manipulation
great need for variety	an alternative learning medium, rich and flexible source of varied materials and activity-types
difficulty in working in group	ideal opportunity for individual and pair-work
difficulty in grasping a whole, sees language as fragmentary	text reconstruction activities promote awareness beyond word-level
preference for deductive approach to learning grammar, difficulty remembering rules	tutorials combined with drill reinforce understanding, help automaticity through overlearning

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Where are we and where are we going?

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Computer technology, and with it the potential for using computers in education, is constantly changing. We can't just learn the technology and incorporate it into our English teaching like so many other methodological concepts. What's current today may not be around, a couple of years down the road. Thus, computer-aided language learning (CALL) is both a frustrating and slippery entity, as well as an intellectual challenge that helps some of us avoid teacher burn-out, while providing our students with meaningful EFL tasks.

One certainty, though, is the Education Ministry's decision to deal seriously with computers. Starting in the 1994/95 academic year, a five-year program was launched to equip all Israeli schools with good-quality hardware and programs. This accelerated the awakening of principals and teachers to the need to confront the computer. As in so many other pedagogical fields, English teachers have taken their place in the vanguard of exploring, understanding and applying computers in their teaching.

The Ministry has aided English teachers by offering an increasing number of district-level and national courses, an increased number of CALL counselors, and increased local counseling hours. Beyond that, the Ministry has set up a unit to evaluate and approve specific teaching programs (courseware) to be used in schools. At the same time, the Ministry has recognized and encouraged the use of many computer applications that fall outside the narrow definition of courseware. Examples of such applications are: word processors, databases, spread-sheets, various multi-media programs, and telecommunications.

For the schools that already have their up-to-date equipment from the Ministry, there are exciting possibilities: sophisticated learning packages that afford students in heterogeneous classes the ability to work at their own level and pace, while getting immediate and meaningful feedback. The introduction of CD-ROM and telecommunication into English instruction allows students to explore, reorganize and report on large quantities of data of different structures: texts, recordings, pictures and video. In this process, the teacher becomes a guide and facilitator rather than the traditional source of knowledge.

Computer-aided language learning (CALL) is both a frustrating and slippery entity, as well as an intellectual challenge that helps some of us avoid teacher burn-out, while providing our students with meaningful EFL tasks.

Even schools not yet equipped with the most modern computers can use older equipment quite effectively. There is a large quantity of approved courseware that will run on smaller machines. Nor does the meaningful use of computers always depend on sophistication.

The word processor, the most important computerized tool for English teaching, does not have to be sophisticated or costly. With a simple word processor and an inexpensive modem, a teacher has access to classes all over the world via e-mail. Correspondence between students in Israel and abroad can be highly communicative, meaningful and an exciting way to acquire English. (E-mail is superior to traditional pen-pal projects because it is more immediate, can be managed better by the teacher, and reinforces the use of electronic tools which most students will need in the 21st century.)

Whether we take the hi-tech route immediately or the low-tech route as a preliminary stage, we will feel the change in the nature of our teaching. The first and most striking change will be when students literally turn their backs to us and focus on the computer. Teachers will become reference-experts, to be consulted according to their students' needs.

If the proper computer material is given, there will be more intense concentration by students for longer periods of time. This will free teachers from many class-management problems and allow them to focus on pedagogical issues. As computer material increases in technological sophistication, teachers will become co-learners with their students. Very often, students will be the technical experts, with teachers the experts in guiding students toward the information. An open-minded teacher can have as much intellectual fun as the student. Thus, the traditional "banking concept" of education, in which teachers deposit bits of knowledge into the empty account of the pupil, is forever banished. Instead, teacher joins student in what Paulo Freire calls "a dialogical model" of education, with teachers and students learning with and from one another.

The word processor, the most important computerized tool for English teaching, does not have to be sophisticated or costly.

That is our direction. We won't get there tomorrow, but some of us have already started the journey. The rest must decide to confront the computer or turn into fossilized pre-information era fogies.

Now for the truly frustrating reality: just when we seem to master the technology, something newer and better comes along. By the time the Ministry has finished its five-year computerization program, we will already be falling behind again. (Hopefully, we will have enough money to embark on another national campaign to update our technological pedagogy.) That is the nature of the electronic age. True, it is disorienting, but doesn't constant learning keep us alive?

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Multimedia, English and interdisciplinary learning

Sarah Schrire

The term "multimedia" can mean a wide variety of things. In computers, it is generally applied to program applications that combine text with pictures, graphics, animation, audio and video. According to this definition, an application using text and pictures can boast of being multimedia to the same extent as one that combines text with sophisticated animations, dazzling graphics and video or audio clips edited from an original film or recording.

The definition used in this article lies somewhere between these two extremes and is based on what can be done with some of the more common *Windows*-based programs (using a word processor like *Write*, or preferably *Word*, a simple drawing program like *Paintbrush* and an audio program like *Sound Recorder*). The use of multimedia proposed here also rests on the fact that *Windows*-based programs allow information-swapping — that is, copying and pasting text, graphics, sound and so on from one computer program to another. Such information-swapping is not complicated, requiring no more than a working knowledge of *Windows*. (To colleagues who have already decided this is not for them, I would like to point out that *Windows*-based programs all work in more or less the same way. It is enough to take a course on *Windows* and *Word* for you to work with almost any other *Windows*-based program. You will then be well on your way to handling multimedia.)

When information-swapping is used in conjunction with CD-ROM-based information sources (electronic encyclopedias and databases on computer compact discs), the potential for multimedia work is enormous. Most available CD-ROM encyclopedias and databases run on *Windows* and include multimedia elements. This allows the user not only to refer to these CD-ROMs as information sources, but also to copy and paste text and multimedia elements from them into a word-processing document. The process of copying and pasting allows the user to have, in the jargon, "a number of documents open" at the same time. This means that, in a matter of seconds, the user can move from reading a text in the electronic encyclopedia, to writing with his/her word processor, to recording himself/herself by using the *Windows* program *Sound Recorder* and a microphone attached to the computer, then to copying and pasting the text, the recording and selected graphics into the word-processing document.

When we remember that the popular CD-ROMs (*Encarta, Compton* and *Grolier Encyclopedias, Bookshelf, Dangerous Creatures, Ancient Lands* and *Basketball*, as well as our locally produced *Jerusalem Post Database*) are in English rather than Hebrew, we see an excellent opportunity for using English in context in the classroom, in a mode that appeals to most pupils today. By exploiting the fact that English is the key to obtaining information from electronic sources, we will also open up possibilities for interdisciplinary work with English as the focal subject. On a practical level, more and more schools have acquired or are acquiring the necessary computers and software, and pupils, teachers and teaching-college graduates are learning to use *Windows* and *Window*-based programs.

A considerable amount of organization is, however, required by teacher teams, depending on how they plan to integrate multimedia in their lessons.

A number of ways in which the English teacher can encourage pupils to use CD-ROM encyclopedias and databases are suggested here. Concrete tasks are included to exemplify what is meant, but it is up to each teacher to develop his/her own assignments, according to what suits him/her.

1. **Using a CD-ROM encyclopedia or database as one source of information in a classroom project.** The electronic materials are used together with books, newspapers, handouts and so on. Information from all these sources is then used to type out this project with the word processor.

2. **Using a CD-ROM encyclopedia or database as a main source of information for a subject dealt with in the English syllabus.** It can, for example, be used to obtain additional information about an author or the sociohistorical background of a story or passage dealt with in class. Information from electronic sources can form the basis for the pupil's answer, and selections can be copied and pasted directly into the pupil's word-processing document.

3. **Using a CD-ROM encyclopedia or database as the basis for a defined classroom or homework assignment.** The teacher can prepare questions and tasks based on a particular electronic source. Since many CD-ROM encyclopedias and databases include an electronic "notepad" (a kind of "window" where readers can make notes while reading), the teacher can insert the questions and tasks for pupils in such a notepad. Pupils write their answers on the same notepad or make use of their word processor. In addition, information can be copied and pasted by student or teacher from the source (for example, the encyclopedia) into the notepad or word-processing document. When the set task requires copying and pasting of existing audio clips or pupils recording themselves, then all four language skills are integrated into one process! The task might also involve reading a map or chart and editing certain features with *Paintbrush*, thus encouraging a specific kind of reading, creativity and the application of other cognitive skills.

Example of an 11th or 12th grade homework assignment on Robert Frost:

Look up Robert Frost in the *Encarta Encyclopedia*. Use the notepad to find questions about him. Answer the questions on the notepad, using your word processor. (Remember that you can 'move' between your word-processor document and the *Encarta* without closing either of them. If you copy and paste any information from the *Encarta* into your work, remember to use quotation marks and to acknowledge the source!)

The following are possible questions the teacher could put into the notepad:

- Which events in Frost's life may have influenced his work as a poet? (Think of the poems you know and of the subjects Frost wrote about.)
- Copy the poem in the *Encarta* ("Fire and Ice") into your work. (Use the Copy and Paste commands.)
- What idea is Frost trying to put across in the poem "Fire and Ice"?
- Explain in your own words the sentence from the article: "...his fame had preceded him."
- Use *Sound Recorder* and record yourself reading one stanza of any other of Frost's poems. Then copy and paste the audio clip into your document.
- Write down the main idea in the stanza of the poem you selected, and explain how this fits with the ideas in the poem as a whole.
- Look up "New England" in the *Encarta*. Then, on the map of the United States in the *Encarta*, locate the states that make up New England. Copy and paste the map into *Paintbrush* and edit the map by outlining or highlighting New England. Copy your changed map into your word-processing document.
- Get more information about "values of early American society" and "New England individualism" mentioned in the article. Expand on the sentence from the article: "The underlying philosophy of Frost's poetry is rooted in traditional New England

individualism, and his work shows his strong sympathy for the values of early American society." You may find this information in the *Encarta* itself or in other sources.

4. **Using a CD-ROM encyclopedia or database as the basis for interdisciplinary work** where pupils refer to the sources (which are in English) in order to develop projects combining English and other subjects. For example, an English-History project could have *Ancient Lands* as its main source, an English-Biology project could be based on *Dangerous Creatures*, and an English-Civics project could use *The Jerusalem Post Database*. Whether such a project is ultimately typed up in Hebrew or English depends, of course, on the level of the class, but even if Hebrew is used, the pupil will have done a large amount of English reading.

Guidelines for a 7th grade English-History project on Ancient Rome (part of the 7th grade History syllabus) — using "Ancient Lands" as the main electronic information source:

- Have different groups work on different aspects of the subject, so that information can be coordinated and pooled at the end of the project.
- In addition to *Ancient Lands*, encourage pupils to use other available CDs — for example, *Encarta*, *Bookshelf*, and so on. (Even if these use more difficult English than in *Ancient Lands*, pupils can at least find relevant pictures of aspects of the subject. Such activities will encourage the skimming and scanning skills demanded by this sort of work.)
- Have pupils type up their projects in English, using *Word* or *Write*, so that text and pictures can be copied and pasted directly from the CDs.
- Allow use of Hebrew sources (assigned by the history teacher), so that pupils are exposed to more complex ideas than they can deal with in English.
- Provide pupils with additional text-based sources of information.
- Ask pupils to record themselves (using *Sound Recorder* and a microphone attached to the computer) — acting out, for example, a conversation at a Roman banquet, and to paste their recording into the word-processing document.

As in any project, all this should be done step-by-step, providing pupils with the necessary instructions and guidance. From the point of view of the English teacher, it is obvious that the project should be a means of applying selected English vocabulary and grammatical structures learned during the year. All the conventional exercises that reinforce vocabulary and grammar (multiple-choice questions, clozes, matching, fill-ins, and so on) could be made up by the teacher, contextualized and based on material related to the project.

Some of the projects outlined above require far more time and preparation than others, so it is preferable to start with one of the more modest assignments before going into interdisciplinary work. Using CD-ROMs as source-material for homework, classwork or projects will hopefully become as commonplace as using books in the library. Since in many schools access to CD-ROMs will be through or from the library, teaching pupils how to use these will not be the job of the English teacher as such. But the English teacher must know what is available and how to integrate new media and resources into the English lesson. In other words, to enter this new technology, we must invest a great deal of time in planning new strategies and preparing lessons using a variety of media. We will have to step away from our place in front of the class and join our pupils behind those computers. Our role will change radically: we will have to help pupils sort through, analyze and evaluate enormous quantities of information. Since so much of this information is in English, however, we as English teachers have a central role in these exciting new developments.

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Schoolwork-why isn't it schoolplay on the computer?

Ben Sommer

Computer games often educate painlessly and incidentally, while holding the player riveted. School hardly commands the same interest from its students. In today's media-oriented world, it would be well advised to learn to do so.

I see my 12-year-old son playing on the computer. Fleeing aliens occupying earth, he steers his spaceship out of our solar system, through hyperspace, to other systems. He performs mineral, biological and energy scans upon the strange planets that he finds, searching for minerals he can mine and trade, subsequently purchasing supplies, building up a fleet and eventually saving earth. He meets many alien races and tries to understand them, in order to win their aid. He does this by reading what they say to him, and then choosing his reply from a list of alternative replies, which prompts their response; he then goes on to another list of alternative responses and so on, at great length. My son participates in an entertaining story in which he encounters and uses concepts and skills from astronomy, geography, economics, business administration, anthropology, sociology and diplomacy. The visuals and the graphics are lovely, and he also reads.

And none of this is presented as an educational activity. It is a perfectly ordinary, and in fact rather old, computer game. Since it is not study, children will play for hours, fighting to get to the computer, playing in twos and threes, discussing strategies and appreciating the fine visuals and graphics, the humor and literary devices, and various attempts at alien music. Their senses are engaged.

I emphasize again that this is a perfectly ordinary game, one of a myriad that painlessly cause the child to acquire and utilize all sorts of knowledge and judgement skills. It doesn't matter whether the player becomes a character in a story in a historical, modern or imaginary setting, or a sort of super planner, managing and developing an amusement park, a modern city, ancient Rome or a succession of civilizations.

When I see children in front of the computer I somehow cannot escape the feeling that school-type learning has become a perversion of some natural learning process. By "natural" I mean a process which is not forced, not performed reluctantly, not performed by overriding some sort of internal resistance, either through virtuous self-control or external imposition.

After all, children love school in the beginning. They want to learn all about the world and how to deal with it. This is natural. It is in our nature to want to comprehend. But, soon enough, school stops being fun, and even the best of students would, on the whole, prefer to be somewhere else. On the other hand, children love using computers. It seems to me that it provides both a better way of learning, and a better way of learning English, for a number of reasons.

When I see children in front of the computer I somehow cannot escape the feeling that school-type learning has become a perversion of some natural learning process.

First, computer games convey the meaning of language both visually and aurally with graphics and movement, with spoken word and music, with text, and through actions performed on the screen by both player and game. Once learning via texts was the only game in town; those it suited were academically successful in school, an elite. We accepted that was the way things were, because if we wished to communicate we had no choice but to reduce our rich complex of associations both conscious and subconscious, many instinctively felt and linked to all sorts of sense memories. These associations ricocheted around the networked synapses of our brain, but exited as words, for we could not read each other's minds. Hence, in education, we had to use words in books. Today this is no longer true, and I think it hardly coincidental that educators are now realizing that different people have different dominant learning styles, and that a primarily aural learner will not do well in a visually-dominant text-oriented lesson. Today we know the teacher must try and teach in a way that will cover all the learning styles, and it seems to me that the computer, giving the meaning of the language in so many different ways, manages to do this.

Another way of looking at this is to see that experience, the best teacher, usually teaches us by occupying all our attention, utilizing all the channels which our brain uses to acquire information. It does not supply information on the visual text channel only. Today those who are studying how the brain works have come up with the intuitively obvious fact that we learn best and most efficiently when we occupy all the channels of the brain together. The computer is able to teach well because it does this; try and tear an occupied child away from the computer to eat or go to bed! Today's trend tends to whole brain learning.

From a different point of view, we may consider that computer games provide a full, rich context for the language used, thus making it easier to comprehend and absorb. When preparing to teach a text, don't we first try and elicit what the students know, and then supply them with the context they need to comprehend it? We do this because we know that the text does not exist alone, but is negotiated by the reader, who links his/her world picture and knowledge with that of the text. If the distance between the two is too great, the reader will not understand the text, even if s/he is an English speaker. By supplying so much more of the context within which its text exists, the computer greatly aids language comprehension and acquisition.

Moreover, in today's world, the uniformity of peoples' internal world pictures cannot be taken for granted, as it could once, in more traditional and slower-changing societies. The knowledge and variety and richness of the world are expanding at an incredible rate; the range of choice in every field, from the trivial to the serious — from clothes and music to values and lifestyles — is enormous and constantly changing. It all makes for a beautifully rich mosaic.

People encompass an enormous range of combinations, but individuals may well be at very different places in the mosaic. Whereas in a more traditional world, words were more universally comprehended, today it has become necessary to supply a richer and fuller context for the very words one chooses to use.

Once, learning via texts was the only game in town.

And indeed we see that this is exactly what the film and television media do. Our students may have difficulty comprehending the world of Eveline in Joyce's short story, whereas a good movie set provides its context, making the character more fully accessible to them. We know that, in fact, a good movie or educational TV program can take any dry school topic and make it fascinating, and indeed inspire a subsequent turning to books for further information!

Truly the medium is the message, and the medium with which we teachers are competing today speaks richly and fully to all. Our monopoly, as information suppliers through textbooks, has been well and truly broken, and school is all too often regarded as boring, with real life going on somewhere else. The knowledge we endeavor to pass on has somehow become dried out, disconnected from the reality from which it is extracted. Of course students would rather watch television where the knowledge given is full bodied and integrated with their world, than do homework.

Yet even if the television program is a good one, the viewer is always passive. With the computer, the game players are not passive. They interact with and take part in a story or creative simulation, so learning is integrated, natural and fun. For English teachers, it means that language is not anemically introduced on a page, but properly learned as it is used with its full meaning and rich associations.

In today's world, the uniformity of peoples' internal world pictures cannot be taken for granted.

Even better, once enticed onto the computer, creativity can be unleashed in our students as they themselves create things which others can watch or which can be printed up and proudly distributed. I suspect that once richness of meaning is returned to words by integrated and full-bodied association, people who have not been readers will become far more at ease with reading.

Our monopoly, as information suppliers through textbooks, has been well and truly broken.

Today there are computer languages such as Word, presentation programs such as Powerpoint and Astound, and hypertext and graphic organizers like Know, that simply and elegantly allow the user to assemble, organize and present text, sound, graphics, animation and video together. Thoughts must be organized; information, graphics, videos and sound must be located, selected and researched from books, computer disks, or the Internet. English is used naturally in creating such presentations, and the students learn by researching the wonderful world around them. We don't teach students, but rather guide them to creatively put themselves into their work.

In this article I have argued that to command the interest of our students, we must use the appropriate methods of communication methods that modern technology has made available to all and that we ignore at our peril. Such methods stimulate turning to text sources when further academic knowledge is genuinely desired and required, yet teach more clearly, efficiently and memorably than words alone. Interactive computer programs, active navigation around the Internet, and programs that allow the student to unleash his/her creativity exist and must be used. The computer provides an enticing gateway to education and the great variety of information in today's world. And it's absorbing fun.

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The seal of approval

Micaela Ziv

So your principal has asked you to submit a proposal for the selection of English courseware for the next school year — you are leafing through the latest catalogue of approved software (or scrolling through it on the computer screen) and you ask yourself what this "seal of approval" really means... Well, it actually means quite a lot, because each software/courseware program undergoes a very rigorously defined procedure before receiving that approval. The Software Evaluation Project is unique. It is among the most advanced and comprehensive of its kind in setting national standards for both hardware and software. The authorization process has been developed and refined to maximize efficiency and quality of results.

All courseware has to receive two kinds of approval — the first for technical requirements and the second for pedagogical content. Each manufacturer is given very detailed guidelines concerning technical requirements and specifications covering topics such as installation of programs, compatibility with DOS/Windows/Networks, protection devices, non-use of copyrighted files and screen resolution.

This is to ensure that programs are compatible with given hardware, are easy to install and run, have no apparent system "bugs" so they neither get stuck nor interfere with anything else on the computer or the network. Once these requirements are met, the program is passed on to the "study field" evaluator who examines its contents.

The pedagogical criteria to be met by new programs are, of course, much more flexible than the technical ones. As a rule, any didactic approach is acceptable, as long as the explanations and examples are correct, clear and valid. The contents must be free of any negative stereotype (textual or graphic) and may not reflect any kind of social, religious, racial or other prejudice.

As well as validity of content, we also examine other aspects such as:

- The compatibility of content, tasks and feedback with the designated target population — is the language used in the explanation at a higher level than that of the task itself? Is the feedback for right or wrong answers appropriate for the desired grade?

- Is there a testing feature and is it commensurate with the material dealt with in the program?

- User interface — will an unexpected student response throw the program? Is there convenient access to glossary or help screens? Can pupils choose the sequence of activities and/or return to the main menu at will? Is there use of sound and is it controllable? Is there use of voice and are the accent and clarity acceptable? Are the operating instructions clear and easy to follow? Is there a generator and is it easy for teachers to insert their own material?

- Teacher's guide — does it include all relevant information such as target population, didactic objectives and rationale, description of activities, etc.?

> *All courseware has to receive two kinds of approval — the first for technical requirements and the second for pedagogical content.*

As you may expect, a written report requesting all necessary corrections and modifications is sent out and the corrected version is then rechecked. Once the program is judged satisfactory, the happy day arrives when the courseware receives the Ministry's approval for use within Israel's school system – a certification which is valid for two years.

Three times a year, a catalogue of approved courseware is distributed to all schools, inspectorates and computer counselors. At present, the catalogue provides the names of the program and manufacturer, the target population, main topics and hardware configuration. Hopefully, in the not too distant future, there will be expanded catalogues for each subject which will be more descriptive and list the technical and didactic features offered by each program.

Three times a year, a catalogue of approved courseware is distributed to all schools, inspectorates and computer counselors.

This will undoubtedly facilitate the teacher's job of selecting courseware appropriate for their schools, but meanwhile...

- Use the catalogue to make a short list of possible options (the Search features of the computerized catalogue are particularly useful here).
- Visit your local pedagogical or computer center to see as many programs as you can.
- Compare programs on similar materials for scope, didactic approach, hours of work possible, price and so on.
- Remember to include some generators (authoring programs) in your selection in order to allow maximum integration of computer work with general classroom activities. (By the way, this feature is almost exclusive to English.)
- Do not be tempted to use unapproved programs!

And most of all enjoy! Your pupils certainly will!

Micaela Ziv
English Teaching
Software Evaluation
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Multimedia in the EFL class

Dvora Ben Meir

A quiet innovation has been taking place over the past three years. Can you picture a classroom of seventh graders working together during an English lesson and not getting up when the bell rings? Can you imagine teachers who have never touched a computer in their lives working in the computer room and advising their pupils? These are some of the miracles you can see if you visit a class using the Israel Educational Television Multimedia Program.

The program was developed to assist teachers working in heterogeneous junior high school classes. The guiding principles in the program were conceptualized with an advisory committee of inspectors, teachers and computer counselors.

The first principle is that groups of mixed-ability pupils can work together in collaborative multimedia projects — researching, planning, producing and presenting while staying in the same learning environment.

The second principle is that the multimedia program would not require prior knowledge of computers or multimedia and would be friendly to both pupils and teachers.

Can you picture a classroom of seventh graders working together during an English lesson and not getting up when the bell rings?

The third principle is that pupils with different learning styles, linguistic knowledge and from different socioeconomic backgrounds could take advantage of the fact that multimedia allows for processing of texts, sound, pictures and video, which would appeal to the different learners.

The pre-pilot program was developed during the school year 1994-95 and tried out in four seventh-grade classes in the Hadassim Youth Village Junior High School and Ironi Yod Daled in Tel Aviv. Based on the findings, changes were made in the program for the following school year. In 1995-96, a full unit was piloted in the following schools:

Tel Aviv — Gymnasia Herzlia

Ironi Tet

Ironi Yod Daled

Migdal Haemek

Petach Tikva — Yeshurun Junior High School

Sderot — Makif Klali

Maghar

Hadassim Youth Village

A study was made of 930 pupils in 38 seventh-grade classes focusing on pupils' motivation, knowledge of how to use the program, group work behavior, and teachers' impressions. The pupils all enjoyed working on the project and displayed extremely positive motivation when it was time to enter the multimedia lesson.

Can you imagine teachers who have never touched a computer in their lives working in the computer room and advising their pupils?

The majority of pupils reported that working in groups made the learning process more enjoyable. Most teachers reported that all pupils profited from using the program; some teachers believed that the weakest pupils were able to integrate fully into the multimedia class, something not possible in regular lessons. All of the groups succeeded in preparing multimedia presentations during the period of time allotted for the program.

In the current 1996-97 school year, the project has been expanded to schools in Nes Ziona, Kibbutz Cabri, Sha'ar Hanegev and Gesher Haziv. Counselors work with teachers to prepare them for the program, giving emphasis to group work techniques, integrating the multimedia program with class work, and alternative assessment.

The multimedia program offers an opportunity for schools to implement a philosophy of education that allows for pupils to learn cooperatively in a rich English environment, use language for a real life context, practice research skills and develop presentation skills. It also provides an opportunity to assess learners both on the process of their project and on their final product, allowing teachers to evaluate their learners more realistically. Teachers and pupils alike feel that the program allows for real learning to take place in a stress-free environment.

Four units have been designed and developed for grade 7 dealing with the topics of promoting a school fair, a visit to Australia, ecology and stories from ancient cultures.

At present, four units are being developed for grade 8. The topics will be sports, physical fitness, the Sixties, and democracy and tolerance. The units for grade 8 will be designed with more open tools to allow learners to use the computer skills they have developed. The program has generated much excitement and it is hoped that it will make a difference in the teaching of English in heterogeneous classes.

Dvora Ben Meir
Coordinator of English Programs
Israel Educational Television

Spotlight on schools

The High School for Environmental Studies, a boarding school in the Negev desert, has been using telecommunications in English teaching for the past five years.

"Not only have we been using this tool in the English classroom, but we have utilized its potential in creating inter-disciplinary projects, where English teachers work together with teachers from other areas of teaching."

English teaching and the Internet at the High School for Environmental Studies

David Lloyd

The project we are presently most excited about is the "21st Century Schoolhouse Project" in which the four Grade 10 English teachers are working together with History, Geography and Environmental Science teachers. This is an international project involving six schools from countries on six different continents: Israel, Japan, Australia, South Africa, Brazil and the United States (Salem, Oregon).

The project deals with environmental issues. Each school will work both together and individually, exploring local and global environmental issues. The students will put out a quarterly magazine on the subject and devise webpages on the Internet both in English and in their own languages (English, Hebrew, Japanese and Portuguese). At the end of the project (approximately September 1997), 20 student representatives from each school will meet for an Environmental Summit in Salem, Oregon. Here they will work together to draw up legislation toward solving environmental concerns, both at global and local levels. They will return to their own countries with these legislative proposals, in the hope of convincing legislative bodies to bring them up for discussion.

(A full description of this project, as well as up-to-date documentation during the year, can be seen on the Internet at: URL: http://environment.negev.k12.il/global/index.html.)

The English teachers at our school have agreed to devote two of their five hours for teaching Grade Ten English toward this project. They see this not as losing two hours, but as gaining an important new tool with which to expose their students to "real English," both in written form and in the interaction which takes place between them and other students around the world. During the two hours each week, teachers will work sometimes with their own class level, but also with more specialized areas (in Grade Ten, we have four levels: English speakers, 5 points, 4-5 points, and 3-4 points). Special areas comprise the special activities in which students choose to take part. They include the environmental magazine (there will be an editorial board of students from the different schools, as well as teams working on different areas of the magazine) and translation (translating material from English to Hebrew, for inclusion into Hebrew web pages we are setting up on the Internet). Two of our English teachers are specifically interested in working with students in these areas. While the stronger English students work on special activities, the other two teachers will work with the weaker English students on learning how to manage with the English language material available on the Internet, as well as how to communicate through e-mail and IRC.

All students will learn to work with English sources, for although students will write their reports in Hebrew for the local audience, they will also need up-to-date documentation on the current environmental issues they are researching. Information of this kind is more likely found on the Internet than in the local library.

We, as English teachers and educators, see the Internet as offering a dynamic new role for the English teacher in school. Teacher and student use it to work with "real and meaningful material" which students need for their other studies. English learning has thus become a tool for even the weakest students in our school, and teachers are learning new teaching strategies and are involved in meaningful team teaching.

Our school did not arrive at this model overnight. It developed as a result of a history of telecommunication work in the school, both in the English classroom and in the other disciplines. The Internet was first accessed in the English classroom, which is only logical, since English dominated cyberspace in the early years. Only recently have we seen students using more of their native language in this medium.

Our first Internet activity involved keypals (a new label for the older "penpal" concept – today, kids press keys on the computer keyboard to compose their correspondence). Our students corresponded with students in many different countries including Sweden, Italy, Australia, USA, Canada, Japan, Norway and Argentina. Although this correspondence was generally unstructured, students learned to communicate, and we were very conscious of both the structure and the content of their messages. When asked why they were so careful now not to make spelling mistakes, they responded that it was because their messages were the only way others had to judge them as people. They therefore wanted to present themselves in the best light. They began to appreciate the value of language and the way it is used. Our students frequently exchanged essays with students in other countries, discussing relevant issues such as "Violence on TV." At times, their writing revolved around dramatic events of the day – peace talks, bus bombings, the Rabin assassination, hurricanes, earthquakes — in which youngsters learned about the news through the eyes of others, who were actually living it.

English learning has thus become a tool for even the weakest students in our school, and teachers are learning new teaching strategies and are involved in meaningful team teaching.

We later became more project-oriented in our use of the Internet in the classroom. A very successful project, which took place in the Grade Nine English Speakers class (and took two years to complete) was called the "Global Novel." It involved 10 schools from around the world, whose pupils wrote a global novel together. Each school wrote a different chapter. As each school completed its chapter, it was e-mailed to the other nine schools, which then read and discussed the chapter and wrote their own criticisms to the author-school. Each school, in writing its chapter, attempted to continue the plot, while also introducing the flavor of their own country. Our school contributed the novel's sixth chapter. It was so successful, that we were asked to continue with the seventh chapter as well.

Our first interdisciplinary Internet project, involving English, History, Physics and Environmental Science teachers, concerned "Desert and Desertification" – an international project which our school initiated and in which 50 individuals and classes from around the world participated. We felt this to be a very successful project, as well as a learning experience for both students and teachers.

It wasn't always as easy to work with the Internet in our school as it is today. For the first four years, we labored under rather primitive conditions. We had only one modem, connected to the Internet through a commercial provider. Our telephone costs were high, since we had to dial 03 from the 07 area. Because only one modem was available, our students would write onto the computers in the computer room, and then save their letters and essays on disk. The teacher then edited this material into one e-mail message (if all the material was addressed to a single school), and sent it out on the Internet. With one modem, it was difficult to let students browse the Internet looking for information, as they had to take turns to do so, in small groups. They were also limited in their IRC (Internet Relay Chat) conversations, as this demanded a continuous on-line connection. IRC is a very valuable activity in the English classroom, as it is the closest thing to real oral communication. The students can talk via the computer with many others from all over the world in "real time" (right now).

Toward the end of last year, our situation improved considerably. Through the Ramat Negev Freenet, which connects all institutions and residents in the Ramat Negev region to the Freenet, our school is linked to the Internet through a frame relay connection. This means that all 21 computers in our computer room can be on-line at the same time. We do not have to worry about cost, as we pay the same monthly rate to the Bezek Telephone Company, no matter how heavy our monthly usage. We can now work with the students on-line, in a classroom situation, whether browsing for information, talking on-line or using e-mail. Every student and teacher in the school now has his/her own e-mail box and address.

The Internet is a tool. It is not the target of our efforts. But we feel it has helped us reach new plateaus in our teaching.

We also have our own Internet server, which means we can put our own information onto the Internet. This is very important to the students. It gives them greater incentive when they know the fruits of their work can appear on web pages for all the world to see. You can see our growing school pages at: URL: http://environment.negev.k12.il

The Internet is a tool. It is not the target of our efforts. But we feel it has helped us reach new plateaus in our teaching. It has broken down pre-conceived notions of how English should be taught, broken through walls separating students from different countries, cultures and languages, and has allowed us to work together with teachers in other countries, as well as with other teachers in our own school. Overall, it has been an enlightening experience, renewing our enthusiasm in teaching, as it has become part of our own personal daily routine.

If you need any help in the area, or are interested in working with us on projects of this type, or desire any further information, please contact David Lloyd, English teacher and the computer coordinator at Midreshet Ben Gurion.

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David Loyd
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Action research on the use of portfolio for assessing foreign language learners*

Kari Smith

Introduction

At the Oranim School of Education, we conduct a bi-annual course in teacher training (ACTT) for experienced teachers of English from all over Israel. It is an intensive course, with participants putting in 50 hours of study in five days. In addition, they are required to start an action research project to be submitted within a month of completing the course. The aim of the course is to help experienced teachers update their theoretical and practical knowledge, without going to Britain to do so. The level of teacher training in Israel is high, and this specific course is taught by three people who are teachers, trainers and researchers with international experience.(1)

One of the components of the ACTT course is ASSESSMENT AND TESTING where alternative assessment methods, including portfolio, are discussed. Seven teachers of various age groups and levels, who attended the course (2) wanted to use portfolio in their teaching, but felt they did not know enough about it to do so. I therefore decided to form an action research group for these teachers, so they could learn from and support one another while introducing portfolio assessment as an integrated part of their teaching.

Action research

The purpose of action research is to make teachers reflect on their own teaching - an essential part of the teacher's professional development (Schon, 1987; Calderhead, 1989). It is based on four steps: planning, action, observation and reflection, which jointly form the reflective spiral. (Kemmis & McTaggert, 1988). Cochran-Smith & Lytle, 1993 use the term "teachers' research" for "systematic and intentional inquiry carried out by teachers." Data related to the inquiry is collected in a systematic way, even though the research methodology might vary (Burns & Hood, 1995). Examination of an issue and action taken are carefully planned and thus intentional. If the aim is to engage teachers in educational changes, both at the macro - and micro-levels (such as introducing changes in the curriculum, different teaching methods, introducing new books and improving teaching), they must be given both support and a forum in which to voice questions and feelings about the changes. An action research group can fulfill the teachers' need for being heard, supported and guided (Burns & Hood, 1995). Action research is less strict than more traditional research (Wallace, 1991) which makes it less frightening for teachers (Nunan, 1990). Teachers examine their own practice, experiment with their own classes and look for solutions that work for them (Smith, 1995). Teachers thus become researchers of their personal teaching situation and of themselves as teachers.

Portfolio

Portfolio is one of many assessment methods that falls into the group of authentic or alternative assessment (Birnbaum, 1994). Alternative assessment is favored by educators who claim that among various other shortcomings, traditional tests do not reflect the very complicated process through which a learner goes. Nor do they reflect work and assignments carried out in the classroom, or the application of knowledge to real-life situations. They lack authenticity (Archbald & Newman, 1988).

A portfolio is a purposeful collection of student work and records of progress and achievement assembled over time (Valencia, 1990). It is regarded as a valid assessment tool since it is supposed to reflect activities actually performed by pupils during the course. The main purpose is of a formative nature, which allows for increased validity at the expense of reliability held by more objective discrete-point tests. Teachers who are interested not only in learning outcomes but also in the process are attracted to such an assessment tool. Learners become active participants, taking responsibility for their own learning (Paulson & Paulson), and instruction, learning and assessment become closely integrated. Portfolio might be one of several answers to the problem of assessing language learning, as paper-and-pencil tests do not seem to do the job properly.

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* Paper presented at the 29th International IATEFL Conference, University of York, April 1995.

Each member of the action research group has developed her specific format of portfolio, and it is self-explanatory that the approach used in grade 5 differs from that in grade 12, which is preparing for external matriculation exams. There are, however, some common features worth mentioning:

1. There are core and optional entries. Core entries are pieces of work the teacher sees as essential to the course. The optional parts are chosen by the pupils because they feel these represent them as learners of English. The core part can be two of three tests, one of two projects, and four homework assignments. What assignments of the many completed are for the pupils to choose.

2. Each entry must be dated (to monitor progress), and is presented in draft and revised versions. A caption expressing the pupil's thoughts about the task is an obligatory part of the entry.

3. Clear assessment criteria must be presented to pupils from the beginning, and it is good practice to involve pupils in defining the criteria.

4. The portfolio should have an introduction (explaining the pupil's aim for the portfolio) and a conclusion (emphasizing the learning process the pupil has experienced).

The action research process

After the action research group was formed, participants were given literature on alternative assessment in general and on portfolio in particular. This was done to expand their knowledge beyond the short introduction given in the ACTT course. For the first meeting, which took place about two months into the school year, participants were asked to bring their portfolio outline along, and write in note form the reactions of their pupils and their own feelings about the new assessment tool.

During this meeting it became clear that there was much frustration among both pupils and teachers. Nobody really knew what was required; pupils were unsure what to include in their portfolios, what was meant by captions, and what the purpose of the whole thing was. Teachers had no clear guidelines regarding what to do, which resulted in the vague outlines given the pupils. Even though most teachers felt their pupils had become more responsible about their own work, they did not really see the advantages of the portfolio.

It was, however, a comfort to learn their other courageous colleagues had the same problem, and we sat down to work them out. Each teacher decided on a clear outline of the portfolio for her class, identified core and optional entries, and fixed a date for handing in the portfolio. Some teachers wanted portfolio work done in class time, while others decided it should be completed at home by the learners. In primary schools, it was viewed as an advantage to work on the portfolio in class, while older learners could do it at home.

Portfolio outlines

The portfolio outlines reflected the age group and type of course in which it was used. Shlomit, teaching primary school, asked her pupils to choose work-sheets done in class for their portfolios, and write their reflections in L1 (Hebrew). Time was made for this in class, as well as for decorating the entries.

Sally, another primary school teacher, who was not part of the group but had read a summary of the ACTT course and started portfolios with her nine and 10-year-old pupils, required one entry a month, chosen by the pupils. The sole criterion was that it show progress in learning; in the captions, pupils were asked to explain the progress they had made. Time was given for this in class. So, by the end of the year, each child will have a 10-entry file telling her/his story as a learner of English during that year.

Annette taught an elective course in English to 10th graders using the communicative approach. The pupils had a bank of assignments from which to choose portfolio entries, but Annette required a specific number of entries representing the various skills. Students were asked to evaluate themselves based on criteria they collectively chose.

Alona's very weak 8th graders had little motivation for learning, and she did not see that use of portfolios changed this. They needed very guided instruction, and Alona believed it was difficult for them to undertake such an independent project as the portfolio. She was unsure how to continue.

Judy's advanced 10th-grade learners were given clear guidelines on what to include in terms of types of activity, and they also had a bank of entries from which to choose. She did not want to spend class time working on portfolios, as the entries represented work the class did anyhow. She reminded pupils about the portfolio, but did not see them before they were handed in.

Kari decided to use portfolios in her 12th-grade matriculation class. She wanted students to be responsible for their own learning and their own grades. The grade given by the teacher at the end of the year counts for 50 percent of the matriculation grade, and it was important to Kari that this grade reflect the learning process, inclusive of effort, progress and achievements.

Her outline was very specific (see appendix), and pupils were asked to choose entries from required groups that they felt represented them as learners of English. Oral recordings were obligatory.

Each entry had to be in draft and corrected forms, followed by a caption. Students were repeatedly advised to keep up with the work during the course, but no class time was given to actual work on the portfolio.

Madeline had not yet started on the project. She had talked about the portfolio to her advanced class of 6th-grade native-speakers, but wanted to learn more and become more confident before she undertook this experimental enterprise.

We found that use of portfolios in our teaching had a major impact on learning as well as on the assessment process.

Findings

The next meeting of the portfolio group was held a week after portfolios were collected to enable us to present and discuss preliminary findings. These findings are based on:

a) teachers' diaries and comments
b) portfolios collected from students
c) students' conclusions about the project. The data-collection methods are qualitative, which usually appeal more to teachers than quantitative methods, and they are naturalistic, based on ongoing classroom work in contrast to experimental studies often found in educational research (Burns & Hood). Findings related to the implementation of the portfolio will be discussed first, followed by issues related to the teachers' action research.

Portfolio

We found that use of portfolios in our teaching had a major impact on learning as well as on the assessment process, as first hypothesized.

1. Portfolio and learning

The teachers noted that pupils took on much more responsibility for their learning than in previous years. Their work became more organized as each assignment was dated and reflected on upon completion. If pupils missed an assignment, most made sure they obtained it from their peers, so their portfolio would meet requirements. The course material was carefully reviewed by students, on their own initiative. Even homework was viewed more positively. As one 12th-grader said: "I realized homework was logical and an important part of my learning." It took me 18 years as a teacher to hear a high school student admit to that!

Because each entry had to be presented in draft and revised versions, pupils took trouble to correct and, in many cases, recopy assignments in the corrected version. This led to self-directed relearning of material because they were, in the words of the pupils, "forced to pay attention to details and to learn from mistakes." Many teachers are frustrated by the lack of attention paid to the often careful and time-consuming corrections they make.

Students also started paying attention to the content of the material (literature, reading passages, writing assignments) and saw English as not only a set of structures, but also a means of conveying new information. They were pleased to be asked to express their feelings about the various assignments, in writing, even though their writing skill was not always up to this. This did not, however, prevent them from evaluating the learning task and how it benefited them.

The portfolio seems to help students realize their strengths and weaknesses in learning English. "I understood my problems while correcting the assignments, and I learned my main problem is that I don't have enough words, that I really have to learn how to say things and that I don't know how to spell them." Such cognitive awareness is not only essential for efficient learning, it also simplifies planning remedial work. The learner's motivation to improve is increased because s/he is aware of its need.

The portfolio seems to help students realize their strengths and weaknesses in learning English.

Finally, most learners enjoyed working on the portfolio. They could take the time they needed to work the way they wanted and felt most comfortable with. "It was fun working with the dictionary when I looked up the words I wanted to use, and not the words the teacher told me to look up." "I had a great time recording a role play with my father." Many pupils were creative and personalized their portfolios, reflecting them not only as English students, but also in a more holistic way.

Captions revealed a lot about their learning styles, and the layout tapped artistic talents. We were surprised (and pleased) to find previously unknown talents among our pupils.

2. Portfolio and assessment and testing

All teachers expressed difficulty in assessing portfolios, and reluctance to write their assessment in the portfolio itself. They did not want to "destroy" so personal a pupil's creation by adding their critical comments. It was, therefore, suggested that assessment should be made according to the pre-decided criteria, known to the learners, and written on a separate sheet appended to the portfolio (see appendix). The criteria must be formulated and made known to everyone involved with the portfolio, directing the work of both pupils and teachers. If credit is given for correcting assignments, it is likely that pupils will take time to do so. If a criterion is reflecting on learning in the form of captions, pupils will usually make sure they do this carefully.

The learners themselves were asked to assess their portfolios according to the same criteria, and most were realistic in their assessment. Difficulties were ironed out in personal tutorials. Further, we saw that pupils learned about themselves as learners while working on the portfolio, which helped them develop realistic self-assessment. It was interesting, though, that the grade awarded became less important than the work itself and the learning that had taken place. Pupils seemed to be less grade-oriented, and more intrinsically motivated.

The pupils felt it was a useful and less threatening way of assessing than the familiar tests. "I invest a lot of time in preparing for tests, but I forget everything afterwards. I really had to learn while correcting my work for the portfolio." "It was fun, there was no reason to be tense. Before a test I'm really uptight." "I can show what I really know, and not only what is asked on the test."

Most teachers are familiar with the stress upcoming tests create in the classroom. Much learning and teaching is directed toward material to be tested, even though this is only a sample of the work that takes place in class. Nor does the test-designer's choice always overlap with that of the pupils. With the portfolio, the pupil presents the choice s/he has made within a framework of the coursework. The choice itself provides important information for the teacher.

Tests do have a place in most learning situations.

Many teaching situations dictate the weight of tests in determining the pupil's grade, and it was frustrating for some teachers that they could not choose the weight of the portfolio when grading pupils for their report cards. Primary school teachers preferred written comments only, while for secondary school teachers the range was between 10 and 90 percent, depending on the autonomy of the teacher in deciding the grade components. Kari, who enjoys full autonomy, based 90 percent of the grade on the portfolio, and 10 percent on ongoing homework. Tests (various types, such as take-home tests, group-tests, and so on) counted for 30 percent of the portfolio mark, with a bonus given for corrections and reflections.

Tests do have a place in most learning situations, including the language classroom. They can, however, be part of the portfolio, and treated by teachers and pupils as such. They are corrected and reflected on, and given a specific weight which is only part of the total portfolio grade. The advantages of tests are thus maintained, while much of the familiar anxiety is reduced.

It was found that hard-working pupils were rewarded for effort put into the learning process, not only for the outcome. They had a chance of improving their grade, and were pleased to discover that hard work was noticed and paid off. Good pupils, who thought they had little to learn and less to lose, discovered that without ongoing work during the course, their grade was not as high as expected. The portfolio project proved to be of most value to these two groups. Sloppy learners presented sloppy portfolios, but several, among them weaker language learners, took care to present a neat and pleasant portfolio, taking the opportunity to reveal talents usually hidden in English lessons.

To examine the difference between portfolio assessment and the more common way of assessing learners summatively, the 12th-grade matriculation class (which will be taking the public exam at the end of the school year) was given the last year's exam paper under exam condition two weeks after the portfolios were collected and marked. The correlation between the two assessment tools was calculated and found to be significant (.57, $p<.001$, $n=29$). This was no surprise; significant correlation was expected because both ways assess learning. The portfolio assesses the process, including achievements, and the exam measures the outcome of the same process.

As portfolio assessment is more comprehensive, however (taking effort, reflections and progress into consideration), the two approaches assess different components of learning, and a closer correlation was neither expected nor hoped for. Had the two results been very similar, one could replace the other, and the value of portfolio questioned. The exam grade reflects only learner outcome, which is, in my opinion, merely one of several other objectives of education.

On the other hand, there are pupils who scored higher on the exam than on the portfolio. These pupils worked poorly during the course and put little effort into portfolio preparation. They have subsequently not developed as learners, neither achieved goals beyond the subject-matter knowledge. These are learners who came to the course as high achievers and will leave it in the same way, but they did not fulfill their requirements as pupils.

Action research

The use of portfolio in the foreign language classroom is innovative in Israel, and even though the teachers agreed with the concept, they were reluctant to try it out by themselves. The action research group formed by ACTT graduates provided the guidance and support the teachers needed to make a significant change in their assessment approach, which again influenced their teaching. The guidance was provided by a researcher from an academic setting, who is also a practicing teacher, and could therefore relate to and share the participants' frustrations and difficulties, express fears and share success with her colleagues. We saw our doubts were not unique, but shared by others, and this provided a great deal of support. Our meetings were intensive and much progress was made, but at the same time they were of social value. We learned a lot from each other, gave one another new ideas which helped us in our work with the pupils, and we became good friends working together.

Participants were asked to observe and interview pupils, and elicit feedback, bringing data collected in the form of diaries. Based on this, they were asked to form opinions about the work they were doing. In other words, they were asked to reflect on the use of the portfolio, and organize their reflections by putting them in writing. They were also asked to systematically collect data about their work. It became evident, though, that a careful balance had to be found so teachers would not feel loaded down with work related to the project, as they were not given extra time or pay. All was done on a voluntary basis, with the travel expenses met by participants themselves.

All participants were very positive about the action research, saying they would not have dared starting with the portfolio on their own. They felt they learned about their pupils and about learning in general, as well as a lot about assessment. In addition, they examined themselves as teachers and learned how to introduce changes in their professional knowledge. Another important point they brought up was the advantage of opening the classroom door and allowing colleagues to become part of their teaching successes and difficulties. The collaborative set-up of the study was appreciated.

Conclusions

The use of portfolio as a teaching/learning and assessment tool in the foreign language classroom was found to increase learners' responsibility and improve classroom work in terms of both the attitude and motivation of pupils. The effect on achievement was not specifically examined, and more research is needed to examine whether the positive changes in the learner improve learner-achievement.

The formative value of portfolio became evident as pupils learned about their strengths and weaknesses in English and what to do about them from developing a biography of each assignment. Portfolio can also be used for summative assessment if this is based not only on learning outcome, but also on the learning process, such as ongoing work, effort, development and progress alongside achievements. The educator, working within an educational system, ought to include such values as part of the goals and should therefore include it in the summative assessment. Testing experts, whose interest lies mainly in measuring how much subject-matter knowledge has been transmitted during the course, would probably be much more reluctant to use portfolio for summative assessment.

The action research group guided and supported participants who wanted to improve their teaching and assessment methods. If substantial changes are to take place, however, it is necessary to go beyond each teacher's individual classroom. The first core-group should be encouraged to involve more teachers so a significant change in Israel's EFL classroom can occur. This can be done by lecturing and forming action research groups among colleagues in school, and by being active in in-service courses organized by teacher organizations and the Ministry of Education.

Teachers need, however, to be given time and payment for undertaking such projects. Already overworked teachers cannot be expected to do this voluntarily (Burns & Hood). If we want real changes to take place in education, meaning different approaches to teaching and assessment, they are most likely to succeed if they come from teachers themselves, a so-called "bottom-up approach," instead of the "top-down" approach more common in a macrosetting, where the authorities decide on changes, implement them in external assessment, and teachers must learn to translate the changes into practice in the classroom by themselves. Action research projects, similar to the one described in this paper, should be initiated and financially supported by those in charge, if significant educational improvements are to take place.

Notes

1. The 1994 ACTT course teachers were Lily Belleli, Kari Smith and Penny Ur.
2. The action research group teachers are: Judy Blankenstein, Alona Cohen, Shlomit Lipton, Annette Rosenberg, Madeline Wetherhorn and Kari Smith (the leader). Sally Galilee did not participate in the meetings, but introduced portfolio and discussed the implementation with Kari Smith at Oranim.

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Appendix 1

Portfolio assessment

Name
Comments

	Max grade	Your grade
Homework	10	
Portfolio	90	
Total	100	

PORTFOLIO:		
H.W. Literature	10	
Other H.W.	10	
Classwork	10	
Tests	10	
Monologues	10	
Role plays	10	
Introduction	3	
Conclusion	3	
Layout	4	

PORTFOLIO GRADE

Your assessment will be based on the following

1. Homework assignments:	10%
2. Portfolio:	90%
Entries of portfolio per semester:	
- two pieces of written homework on the literature	10%
- two other pieces of homework	10%
- two recorded role plays	10%
- two pieces of classwork	10%
- tests	30%
- layout, including introduction and conclusion	10%

N.B. All entries shall be presented in draft and corrected versions. Captions are compulsory.

The portfolio will be collected for assessment in December and February. You are responsible for the portfolio. I shall be pleased to advise you whenever you so request.

Action research

Yvonne Alboher

Introduction

Action research, according to Griffith and Davies, focuses on "the rigorous examination of a single situation, using knowledge drawn from experience and research findings to illuminate it in order to improve it... The purpose is always to improve practice, rather than find truth, universal or particular."[1]

The aim of my action research is to improve equality of opportunity for pupils in my 10th grade class — a class which is meant to be homogeneous, but is in fact heterogeneous.

The 10th grade class I teach this year has 35 pupils streamed toward 4-point Bagrut. Of them, 10 pupils find the work difficult, become frustrated and don't participate in the classroom. Conversely, there is a group of very strong pupils who dominate the classroom by virtue of their abilities, and who perform at expected levels both in classwork and homework. This I feel is a vicious circle: from the beginning, it is always the stronger pupils who prepare all their homework and therefore understand the material being taught; they work because they understand and they understand because they work.

"In order to help our learners learn, it is not the latest method that we need, but rather a fuller understanding of the language classroom and what goes on there."

After the first month of teaching I noticed a group of pupils who found the material difficult. School policy is not to move pupils down a level but wait and see how they do in class and general achievement tests. The difference between these tests is that, in the former, pupils are tested only on material I have taught them and know exactly what will be included in the test. The latter test is basically an unseen, a cloze and a dialogue.

I have found a positive correlation between disruptive classroom behavior, failing to do homework, lack of motivation and low test scores (although performance on "discrete tests" was better than on non-discrete tests which tested whole language) A definite gap existed between the group of weak learners and the lowest level of 'other students.' The weak learners were not part of the continuum of scores on any type of test.

My feeling was that this group of weak pupils were not making any progress and did not allow for a positive and constructive classroom, thereby disrupting the entire working atmosphere. Although the class is meant to be homogeneous, the "built-in mixed-ability factor was preventing pupils from fulfilling their potential."[2] The literature suggested pair work, group work and taking advantage of different learning styles. None was beneficial to the problem at hand. As Allright & Bailey state, "in order to help our learners learn, it is not the latest method that we need, but rather a fuller understanding of the language classroom and what goes on there."[3]

Further corroboration of my personal judgement came from Rob Nolusco and Lois Arthur, who also refute the efficacy of the normal prescriptions mentioned above for improving classroom atmosphere and motivation.

When the results of the classroom and general achievement tests were in hand, a staff meeting was held, attended by members of the English Department and the school principal. Despite the low test scores, the principal insisted I not give up on these pupils and move them down. Extra money allocated to the school allowed us to implement a special program for these weaker students. I, as classroom teacher, meet with them an additional two hours a week.

My goals for these weak learners were shaped by the convergence of three factors. First, the ability to isolate the group for an additional 50 percent of classroom time spent on English. Second, my sense that success is the best motivator. Finally, the perspective of Nolusco and Arthur when they said that "the creation of a fresh set of expectations is essential to change by learners."[4]

At my first meeting with these pupils, I explained that the school had decided to give them a chance to improve their English so that they could stay in the 4-point class, rather than move down.

I asked them what they found difficult in the classroom, and the general response was grammar and cloze passages. A mutual decision was made and we have been revising grammar during structured classes and homework to a much greater extent than in the regular classroom. Since these pupils were not doing their homework at home (either because of lack of motivation and/or inability to do so) we also do homework exercises in the classroom. As there are only 10 pupils in the class, I can give each individualized attention.

During the regular class, the weaker group now know what's going on, they're involved, and are thus able to participate.

There was an immediate improvement on class quizzes (discrete tests). Students afraid to express themselves in the classroom have been willing to give oral reports in this smaller class and, as a result, have gained in confidence and are now participating in the regular classroom. I have just finished grading the pupils' second general achievement tests, taken five months after the first, and the results are shown in the table below.

Table 1: General Achievement Test Results

	Nov 94	March 95
Sarit	3	28
Meirav	35	63
Meital	23	63
Yael	38	64
Itzik	27	56
Lilach	19	66
Dudu	3	17
Keren	10	44
Vladimir	34	49
Ravital	42	64

As the table shows, there is a definite improvement in the March grade. Because these two extra hours immediately precede the regular class, there is immediate feedback. We prepare for the class by doing homework as well as previewing class work.

During the regular class, the weaker group now know what's going on, they're involved, and are thus able to participate. After the first month or so, most of the weak pupils started preparing homework at home before the extra hours! The change is noticeable even in seating arrangements. At the beginning of the year, most of the weak pupils chose to sit at the back of the class, talking together and isolating themselves from the class. One indicator of the improvement in working atmosphere in the classroom is that several of these weaker pupils have asked to move nearer to the front of the class. The proof of the pudding is that students I had not classified as weak are now asking to join the extra English hours, begining at 7:30 a.m.!

Conclusion

The change in the classroom has affected the motivation of everyone there, including myself. All of us, pupils and teacher, have derived immediate gratification and are enjoying our success. The important point I've learned is not to be too quick to move pupils down, and if circumstances permit, to give weaker pupils more individualized tutoring and show them you believe in their abilities. Allowing them to succeed has improved their own self-image and increased their motivation to learn.

Unfortunately, many schools do not have the resources to give extra hours in English. Had circumstances been different, these students would now be in a 3-point stream, making it virtually impossible for them to re-enter a class geared to a more academic program. At this point it is not certain that all the students will do the 4-point Bagrut, but they have faith in their abilities, as well as in the school and education. They know that the system — that is, the principal and teaching staff — has worked together with them.

I strongly urge teachers to search for ways to implement a similar program in which the classroom teacher works with the weaker pupils in an atmosphere of mutual responsibility and respect, promoting positive work and learning habits, and enhanced self-image.

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4. Nolasco, R. & L. Arthur. "You Try Doing it With a Class of Forty!" ELT Journal, vol. 40/2, Oxford University Press, 1986.

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Yvonne Alboher

A way with computers

Marion Ben-Amir

Rapid developments in technology are bringing onto the market interactive language learning materials which incorporate text, graphics, animation and sound. There is little doubt that these attractive multimedia programs will become an essential part of the language learning environment. Their success, however, depends as much on the talents of graphics and animation experts as on those of the "content providers," who are the language teaching professionals.

"Text only" programs lack the glitter of multimedia but still have a place in English teaching, if only because they can still be produced on the spot by any teacher who wishes to use the computer as an integral part of conventional class teaching. In addition, requiring the student to focus on the text without accompanying visual material may, according to some research, also have its place in the teaching of specific reading skills.

Two years ago, English teachers in Bet Hinuch, a six-year secondary school in Jerusalem, all participated in a preliminary computer course. Since then, they have been writing (authoring) and drawing from a bank of computerized material based on texts used in class. The teachers involved report real satisfaction in the creative process and in the enthusiastic response of their students, and the students themselves are convinced that "these programs help us learn English."

When they began, these teachers could not find any commercial software which suited their aim (to use the programs as an integral part of their lesson plans) which was compatible with the school's simple XT computers. The school principal therefore agreed to allot two hours a week for one of the teachers to edit and type in material collected by herself and her colleagues.

Work started simultaneously in the intermediate and upper grades with a relatively sophisticated text reconstruction game,[1] which requires only that the text be typed in on the keyboard, exactly as in a simple word processor. Once the text has been typed into the program, the teacher or learner can decide which of a wide variety of elements of the text are to be deleted. For example, the text can be displayed showing only short words, or long words, or the first letter of each word. Another choice is omitting selected function words, such as auxiliary verbs, prepositions or pronouns. Players can compete against each other or against the computer, in which case the computer inserts the difficult words, thus assisting the weaker students. Bet Hinuch teachers used the program to prepare students either for a difficult text, or to review structure and vocabulary in a familiar text. The program's flexibility has made it extremely suitable for heterogeneous classes, pairs and groups of students, playing simultaneously at different levels.

"Text only" programs lack the glitter of multimedia but still have a place in English teaching.

By the end of the first year, some teachers felt they were ready for a more sophisticated authoring program, which would allow more creativity on their part in producing activities, yet was simple enough for computer "greeners." The chosen program[2] requires no more skill than simple word processing, but allows production of a large variety of text-based activities. The teachers decided to focus initially on computer material for 10th grade class readers. They felt that though the content of the stories made the book worthwhile for class use, its language and vocabulary levels were such that thorough preparation was necessary, and it thus lent itself to "computerization."

Students work mostly in pairs on short selected sections of the text, answering information questions, and familiarizing themselves with new vocabulary in a variety of game-like activities. Help is available at all times on pop-up screens with glossary and hints. The scoring system, which is meant only for students, adds a strongly motivating element. Some pairs enjoyed competing against others at different computers. The students' comments were recorded and are worth noting:

"It's very private, like having a private teacher."

"I feel more confident." (new immigrant)

"We can learn at our own pace – we don't have to wait for the slower learners."

"These questions are easier to answer than the ones the teacher asks in class. I have more confidence when we discuss the story in class."

"I find it easier to concentrate at the computer." (weak student)

"I enjoy working with my partner – we complement each other."

"The computer gives me immediate feedback." (dyslexic student)

"The teacher has more time for individual difficulties."

"The teacher is more relaxed than in the classroom."

"This program is good because it relates directly to the rest of our English work. I feel it improves my English a lot."

"I don't waste any time daydreaming here."

"I enjoy the next lesson more – when we discuss the story in class – because I am already familiar with the vocabulary and content."

"I think better through my fingers." (All activities require typing in an answer – there was no simple clicking with the mouse.)

These computer lessons take place about once every two weeks, based on the pace of classroom work and the computer material available. Students evidently look forward to the computer sessions and are very reluctant to leave at the bell – their audible "oofs" proving much of what they implied, when interviewed, about the motivating effect of the program.

Research studies show that good computer software enhances learning in the less motivated student, and this is probably the case at Bet Hinuch. Almost without exception, students are enjoying the computer sessions even after two years (enough time for the novelty to have worn off) and the programs have probably contributed significantly to a high participation rate in class discussions based on prepared material.

And the teachers? Those who write the material see the work as a stimulating challenge and are constantly discovering new ways of exploiting the program's potential. The teachers who merely use the material enjoy the change in the student-teacher relationship, and benefit from the opportunity to work with individuals in a more relaxed atmosphere.

This "way with computers" is obviously not for everybody, but teachers who enjoy the challenge of writing their own worksheets and have computers available in the school should consider taking their material off the page and giving it the added dimension of motivating interactivity.

[1] ECLIPSE - John Higgins
[2] Q&A - Miriam Marcus

Marion Ben-Amir
Call counselor
Jerusalem district

Integration of multimedia and video in the EFL classroom

Judy Kramer

Introduction

The essence of this paper evolved out of work with 11th grade ESL high school students in Israel, where my aims were as follows: to develop students' listening skills, to develop their vocabulary, to accustom them to interpreting the body language of a different culture and to deducing meaning from situational contexts, and to develop their conversational and writing skills.

The paper deals with a theme-based technique which integrates full-length video films and multimedia software in ESL/EFL high school classes. Theme-based learning units start with a topic that is perceived as motivating, or at least relevant to the students. The integration of the two technologies has a number of advantages: while video viewing is primarily a cold, passive medium, multimedia software is interactive in nature, providing active involvement, discovery learning, self-access procedures and multiple possibilities for pair and group work.

Two examples will be discussed: a unit dealing with the handicapped, from the film "My Left Foot," and a second on Mozart, based on the film "Amadeus." The advantages of this technique are numerous: students become highly motivated; they use communicative language, they implement cooperative learning; they explore the topic themselves and, since different aspects of the topic are explored by different pairs, a wide area is covered, thus contributing to the depth and breadth of the students' knowledge and experience of the subject.

The theme-based method: "My Left Foot"

I have taken as the theme of this film the words of the main character (Christy Brown) near the beginning of the film: "Looks can be deceiving." With this in mind, the first lesson comprises viewing pictures of various kinds of handicapped people. This is done in pairs and new vocabulary is put on the board as needed. The students' impressions and reactions are then discussed, and they are encouraged to give examples of their experience with the subject. (Care should be taken before broaching this particular topic, since there may be students whose experience lies within their own families, and the homeroom teacher should be consulted in advance.)

In the next lesson, a poem entitled "Special Child" (available on request from this writer) is handed out and read aloud by the teacher. The content is moving and may stimulate discussion on people's ability to deal with hardships in their lives, what hardship comprises, hidden strengths, self discovery and so on. The students are asked what elements comprise a poem, and then attempt to write a poem of their own on the subject of a handicapped person, possibly using some of the vocabulary learnt in the previous lesson. These are collected and marked, and some students may agree to have their poems put up in the classroom.

The next stage is reading a story called "The Letter 'A'," (available on request) which is part of Christy Brown's autobiography. The purpose here is threefold – first, to provide background and setting for the film; second, to familiarize students with specific vocabulary needed for the film; and third, because this scene has been altered in the film, and thus provides opportunities for students to discuss the difference in effect and to contrast and compare.

They are now ready to view the film, which they will see in five weekly episodes. They have been informed of this well in advance and know that even these five episodes will be somewhat interrupted. New vocabulary (about 10 words each lesson) is written down and learnt for homework for the following week, and this is tested before the next video lesson, either by gap fill-ins or a short writing assignment. At various points in the film, the video is put on "pause" and we either review briefly what has just taken place, predict what may take place next, or students write down the thoughts of a character currently on screen. Deducing dialogue without the sound-track is a useful activity, which can also be used in partial form – that is, in a question-and-answer scene, questions may be heard and students provide answers, or the opposite. In both cases, they then view the scene again and compare their suggestions with what they subsequently hear. Vocabulary is reintroduced wherever possible. Contextualized grammatical structures can be reviewed easily – for example, by asking what a character said, with the answer in reported speech. It is likewise possible to review conditional sentences quite naturally – "If you were her, what would you do now?"

Multimedia software is interactive in nature, providing active involvement, discovery learning, self-access procedures and multiple possibilities for pair and group work.

In an advanced class, Hamlet's "To be or not to be" speech can be introduced, as this obsesses Christy Brown at one point in the film. Creative writing could be on the subject of "A Mother's Pain" or "Helplessness."

At the end of the film, we return again to the theme of "Looks can be deceiving" and discuss its implications, both in the film's context and out of it. A poem called "Katy" (available on request from this writer) is handed out and read to the class and, again, largely speaks for itself. This may lead to a discussion on old people. In the last session, a letter is handed out; it has been written to a local newspaper by a boy whose retarded younger sister was being mocked by local children. The class is asked to read the letter and write a reply in English.

Application to multimedia

Let us look at how this project can be further enriched by using multimedia. Whereas until recently we may have relied on occasionally referring our students to an encyclopedia ("Look it up at home"), we now have access to multimedia encyclopedias in the classroom, such as *Bookshelf, Encarta, Compton's* and the film encyclopedia, *Cinemania.* I found *Bookshelf* somewhat limited in comparison with *Encarta; Compton's* has a distinct advantage over the others in that one may click on any word and obtain a dictionary explanation, but apart from this the graphics are unsophisticated, in comparison to *Encarta.* The latter is impressively rich not only in graphics and sound, but particularly in scope, and I will therefore concentrate my paper on the use of *Encarta,* occasionally supported by *Cinemania.*

The enrichment provided by the use of multimedia in this context is first and foremost the motivation emanating from this mode of research. No less important is the encouragement of student autonomy within the scope of his/her particular assignment. In addition to the reading skills required for the encyclopedia material, the student must apply editorial skills too, using a selective and critical approach.

Student Research

The film "My Left Foot" takes place in Dublin. One group of students can be asked to look up Dublin in the Atlas of *Encarta,* print out a map in Word and present it to the class. Another group can be asked for information on Dublin, which they will find in the encyclopedia section of *Encarta.* They should obviously be given guidelines as to what information to look for, and apply scanning skills to finding it. A third group can look up "cerebral palsy." They and the Dublin group can copy the article from *Encarta* into Word, select what they deem relevant, delete and even annotate, and subsequently distribute the article to the class and present it.

The value of group work here is manifold. First, it is simply an effective way of using limited resources in the classroom. Yet, even if each student had access to a computer with a CD-ROM, the value of collaborative work is far superior to that of individual effort: each student contributes from his/her knowledge, understanding and skills, and the communication takes place in English.

"Amadeus": further integration

On similar lines, I would like to examine the film "Amadeus" and show how it lends itself to extensive use of multimedia, namely *Encarta* and *Cinemania*. The idea for this was born of the need to tackle a somewhat tedious article on Mozart from a class textbook. Since Mozart and classical music are not always attractive subjects to our students, we shared the task of gleaning the wealth of information available on CD-ROM among the whole class. We thus avoided the groans of the pre-CD-ROM era, had a teacher ever dared say "Read pages 345-350 in the encyclopedia." Instead we give each group a manageable, stimulating challenge, which will not only extend their general knowledge, but will also enrich their experience of the film and thereby deepen their appreciation of classical music.

The group researching the audio material will only have access to a few bars of Mozart's music. Although the whole class will later be exposed to far more of his music in the film "Amadeus," it is recommended that the group be assigned the task of finding a tape or CD of the work from which the clip was taken.

Instead we give each group a manageable, stimulating challenge.

Research groups

The class can be divided into nine research groups, seven of which will use *Encarta* and two *Cinemania*. If, for logistic reasons, the teacher prefers only six groups using Encarta, the seventh group can be referred to *Bookshelf* (instructions follow).

The first five groups using *Encarta* all research different periods of Mozart's life. All groups researching Mozart's life will proceed in *Encarta* as follows:

Go into **find** and type Mozart, Wolfgang Amadeus. This produces a long article, which will be divided up as explained above.

Group 1: His childhood
This group should copy the picture of Mozart into Word (instructions follow), and when they make their presentation to the class, they can click on the Sound icon below the picture and give the class a 30-second excerpt from Mozart's Third Symphony.

Group 2: 1771-1777 (10 lines of reading)

Group 3: His difficult later life, to the end of the first paragraph (13 lines).
Guided questions are needed for Group 3. For example:
(a) How did Mozart come to be invited to the palace of the archbishop of Salzburg?
(b) Why did he leave the court? Explain the word "intrigues" used in the passage.
(c) Who asked him to compose the *Abduction from the Seraglio*?

This group may want to distribute these questions to the class, provide their answers, and then the class as a whole could note which of the people mentioned here are portrayed in the film.

Group 4: second paragraph of Later Difficult Life. List four negative events. For example:
(a) poverty and illness harassed Mozart's family until death.
(b) no commissions for operas from 1787-1790.
(c) his three great symphonies of 1788 were never performed under his direction.
(d) the *Marriage of Figaro* and *Don Giovanni* were partial failures in Vienna.

Group 5: The last 10 lines of the article, beginning "When Mozart was working" till end. There are four uncertainties here, which students are asked to identify:

(a) mysterious request for Requiem Mass
(b) Mozart seems to have died of typhoid fever
(c) unmarked grave
(d) murder legend unsupported.

These five groups, in making their presentation to the class, can request that each student prepare a page in their notebook with four headed columns:

Event / fact
Altered in any way?
Shown in film?
Effect

This will keep students alert to discrepancies between historical facts and their representation in the film.

Note: Anything from *Encarta* (or any other multimedia program in Windows) can be copied into Word as follows:
Mark the text to be copied in *Encarta* with the mouse. Go up to Introduction and click, and you get **Copy**. Press **Alt + Tab**, which will take you into Word and press **Paste**. Pictures can be copied and printed too.

Group 6 could use *Encarta* to examine the connection between Mozart and Salieri. This can be done by going into *Encarta*, clicking on **Find** and typing in Salieri. Mozart is mentioned here, and, by clicking on his name, students can explore the connection between the two men. They should be able to explain the word "rivalry" used in the article, as this is central to the theme of the film.

Groups 7-9 will use *Cinemania*, but only if one of these groups comprises native English speakers, or particularly advanced students. Their task is as follows:

Group 7 will go into *Cinemania* and then to Film Reviews by clicking on **Ebert**. They will read the review, list the merits of the film and comment on the rating given. As a follow-up activity after the film, this group may be asked to re-read the review and possibly disagree with parts of it. Naturally there may be differences of opinion among members of the group, which could generate discussion.

Group 8 will go into *Cinemania* and click on **Dive Right In**. They type Amadeus and get a movie still. To the left of the picture, they click on **Academy Awards**, and receive information on the actors and director who received Oscars. By clicking on **Go To Subject**, they can access a biography of the director, background to the film, main actors, and so on.

Group 9 should proceed as group 8 till they get the film clip, then click below the picture and listen to the clip. This will not be sufficient to understand it, so then they click on the icon of the printed page under the picture, which gives them a transcript of the scene. Unfortunately, this cannot be printed out, but it can be viewed and discussed among this group, and difficult vocabulary can be picked out. This is the only group which will make their presentation during the film. When the class sees the episode depicted in the clip, the group will present their explanation and comments.

As mentioned previously, it is possible to use *Bookshelf* as a somewhat less satisfactory alternative, but practicalities in the classroom may not enable so many groups to use *Encarta* at the same time. In this case, the group would proceed as follows:

Group 10: The task is to find out something about the geography and history of Mozart's period using *Bookshelf*. They go into the program, click on **Search** and type "Salzburg". They should make sure **All Text** is selected in the **Look At** box. **All The Books** should be selected in the **Look In** box. Clicking on **Search** will show a selection of topics referring to Salzburg. Clicking on the desired topic produces information relevant to Mozart.

Since all these groups will make their presentation to the class on completing their research, the teacher may consider the option of asking each group to compose two questions for the class on the material presented. This would eliminate the need for the guided questions suggested above, and provide an opportunity for the students to practice question formation and work in a less guided environment.

Classroom Management

As far as tactics are concerned, it should be made clear to the class that their research will be completed in one lesson, with the teacher circulating and assisting where necessary. Their presentations, to be given in the following lesson, should be no longer then 10 minutes, in the form of printed handouts or exposition, with useful vocabulary explained. In an average-size class, it will take two lessons to cover all the presentations. Teachers may opt to devote one lesson a week only to the subject of video, and the aforementioned lessons could then be spread over two weeks. It would be advisable, therefore, to spend part of those two weeks preparing for the film. Immediately prior to viewing, the students receive a worksheet with 15 to 20 quotations from the film, with the question "Who says to whom?" As mentioned earlier, the film is divided into five weekly sections, and this worksheet could be filled in at the end of each lesson. Parts of the film may obviously be deemed unsuitable or even boring, while others may be compelling and stimulate discussion. Possible subjects for discussion are:

a. The weirdness of brilliance
b. Professional jealousy
c. The controversial portrayal of Mozart as a repugnant creature
d. Parents' role in developing children's talents / Problems of a child prodigy.

Further Enrichment

Since all the music from the film is on tape/disk, opportunities for playing it can be found in class time. One of my most gratifying moments was a couple of weeks after finishing this film project; when my class was working in our school's self-access learning center. The music from "Amadeus" was playing in the background, and I saw one student nudge another and say: "That's Mozart!"

Multimedia of the type dealt with in this paper is highly useful for any informative research, making an encyclopedia an accessible, stimulating and enriching tool for intermediate and post-intermediate EFL students. The method described here enables the teacher to familiarize the students with use of multimedia and hopefully encourage them to use this software for other material they may want to research. This, combined with the use of video, becomes a meaningful learning experience.

Judy Kramer
Ulpanat Ofra and
Jerusalem Municipality
Teacher-Counselor

Book review

Writing for advanced learners of English

Françoise Grellet
Cambridge University Press, 1966

Throughout the annals of human history, storytelling has been a popular artform. It has helped people cope with their environment, deal with their experiences, sharpen their wit. Most of all, it has been used as a continual source of enjoyment.

With the introduction of the written word, stories have been immortalized. They cannot be forgotten or changed once they are committed to paper. Today heralds exciting times for writers, for there are many more instruments (from pen to computer and copier) which enable them to perfect their tasks.

However, it is not the tools which create the successful writer. Good writing is like exploring and like the explorer the writer needs the ability to use his/her senses. S/he needs a good mind and most of all s/he needs a sense of courage.

Research into writing shows that good writers go through a process which leads to successful writing. They plan, develop a sense of audience, and a clear and appropriate text. What is more, they rewrite and edit based on their own hunches as well as the advice of others.

These important skills can be developed and are indeed the central aims of Françoise Grellet's book *Writing for Advanced Learners of English.* The book emphasizes free expression. The tasks are graded and have been built from tightly structured exercises (such as rewriting poorly written texts) to tasks which require totally individual responses (such as writing the end of a poem or story).

Grellet uses authentic sources (articles, poems and even paintings) in order to stimulate the pupils' creativity and encourage them to write for enjoyment. Most units are structured so they begin with reading analysis and then move to controlled exercises such as looking for specific mistakes in a given passage. These tasks are followed by less controlled ones such as expanding a paragraph. The tasks often require group work as well as individual work in order to develop critical abilities.

The book focuses on experimenting with a large variety of genres (poetry, drama, book reviews) while at the same time developing writing procedures (editing, correcting and imitating styles). The tasks are aimed at making pupils "become more aware of punctuation bias, point of view, style and the implied reader." The function of the book is to help the pupil create a sense of himself/herself as a writer by developing the skills which are employed by successful writers.

Grellet maintains that the book is aimed at pupils who have a good knowledge of grammar and vocabulary and who have already experienced basic kinds of writing such as letters, postcards and lists. However, even teachers of weaker pupils can take ideas from the book in order to help their pupils improve their writing skills.

Writing for Advanced Learners of English is highly recommended for all teachers who not only wish to develop their pupils' writing skills, but also their creativity and their individuality. The book will help pupils develop a sense of themselves as writers who have something worthwhile to say. It should lead to the production of some very powerful work on the part of pupils and to a sense of teacher satisfaction for being involved in this wonderful process of creativity.

Reviewed by: Channah Persoff
The *Rubin Academy of Music High School, Jerusalem*

Book review

E-Mail for English teaching

Mark Warschauer
TESOL, Alexandria, VA, 1995

With all the heady promises and incomprehensible jargon about the Internet, a welcome arrival to ESL/EFL professional literature is Mark Warschauer's *E-Mail for English Teaching*. It is written in plain language, comprehensible even to the Internet novice. As for the content, it answers the questions why and how to use e-mail (and Internet in general) in the ESL/EFL class. Beyond that, the author explains how teachers can find and use e-mail resources for their own professional purposes. Once again, explanations are simple and complete.

Warschauer presents a plethora of possible uses in the single class, between two classes, and among a number of classes. Unfortunately, we in Israel will not be able to use these suggestions to the fullest, due to the physical limitations of our classrooms and the lack of proper hardware and/or software. But a serious reading of e-mail potential will enable most of us to "do the best with what we have."

As for teachers, Warschauer gives readers a comprehensive yet readable explanation of discussion lists, newsgroups, electronic journals and MOO's. Probably the most relevant of these are the discussion lists through which an Israeli EFL teacher can actually debate burning issues of the day, as well as more mundane ones, with colleagues all over the world. Some of the most well-known names in ESL/EFL often "drop in" on these discussions.

While the book deals very little with research about e-mail (how much research can there be in a field that is only a few years old?), Warschauer does present a reasonable bibliography for a researcher embarking on a literature search.

In a private e-mail discussion I had with Anthea Tillyer, organizer of the prestigious TESL-L and TESLCA-L discussion lists, I learned that much of the material Warschauer presents in his book is available, free of charge, within the Internet itself. With typical TESL-L professionalism, she explained how to access this information. (I will be happy to pass on this information to anyone who requests it.) Despite this free alternative, true novices need a well-organized, teacher-friendly book in their hands while they take their first steps into cyberspace. And when it comes down to it, even experienced e-mail users can profit from a well-organized book that presents new pedagogical and procedural ideas.

Reviewed by: Jimmy Backer
National CALL
Teacher-Counselor

Round table discussion

With a little help from my friends...
Here we look at problems you, the teachers, are having with your teaching and try, with your help, to find some solutions. Let us examine a problem common to many teachers.

PROBLEM: CHECKING HOMEWORK IN CLASS
"Whenever I start to check homework, in class, my students lose concentration. Do you have any ideas to help me?
It's Monday morning, the beginning of the second period.
"Yossi, it's your turn. Yossi! Wake up!"
"Where are we? Which exercise are we up to?"

Answer: Dorit Eshel of Fuerst-Amit High School, Bet Shemesh
That's right, we're in the middle of checking our homework, and the scene is all too familiar. When it's gone too far, and the situation is becoming unbearable, we start looking for a change. Drawing upon my own experience, I'd like to offer a number of suggestions. Try some of them out, find out what works for you and your classes, and before long you will be able to add ideas of your own.

Rule number one:
NOT EVERY EXERCISE HAS TO BE READ OUT LOUD IN CLASS. We must define what our purpose is. Is it simply to make sure that everyone has done the homework, or has done it correctly, or do we want to provide our pupils with an opportunity to read out loud material with which they are familiar? The answer to these questions will help us decide how we check the work.

Rule number two: VARIETY - don't always check in the same way. Here are some variations:

- I assign two different tasks on the same topic: one, a simple drill or practice (which the weaker pupils need), the other, more sophisticated and less controlled. In the next lesson, we do not read the easier version of the assignment. The better pupils read some of *their* answers, thus exposing the weaker pupils to more challenging tasks they might not have been able to do on their own. Then I add a short exercise (two or three sentences) of the same type, to make sure all my pupils can now cope with it.

- Another variation, when pupils have been assigned different tasks, is to have the pupils go over both assignments (the one they prepared, and the one their partner did) **in pairs**, and check each other's answers.

- Occasionally, I will assign a quiz based on the same work assigned as homework the lesson before. I announce this possibility at the beginning of the year, and it does keep the pupils on their toes. It also reinforces the message that *doing homework* doesn't mean *filling a page with writing*. It means understanding what we write, and making an honest effort at finding the answers.

- When we are nearing the end of a unit, and the purpose of the homework is a general review, I type up the answers to the exercises, add a brief explanation where necessary, and hand them to the pupils at the beginning of the next lesson, giving them a few minutes to check their work. If they find that they have done well, they go on to doing other work, while I go over the work in more detail with those who need help.

- If the assignment has some degree of creativity to it, I might announce in advance that we are going to hold a mini-exhibition. About one-third to a half of the tasks (not always the *same* pupils' work!) are hung up around the room, and while the class is engaged in some other activity, groups of pupils can go round and inspect their peers' contributions. The advantages are obvious: pupils develop pride in their work, and also realize that it must be legible and aesthetic, as other people are going to read it (not *just* the teacher!).

And finally, you might like to try a tool we developed at our school: a self-assessment page our pupils fill in to enhance their awareness of the role homework plays in the improvement of their English; how they can improve the quality of their work, and thus actually *benefit* from the time they spend doing homework. You may even improve it, possibly with the help of your pupils. The response in our classes was very positive, and the staff — Ricky Ovadia, Anat Vanunu, Andy Arnon (a teachers' counselor), and I — have decided to use it again.

I'm sure you can add better tips of your own. Teachers learning from teachers is a wonderful source of creativity so share, pool your ideas, and 'keep the ball rolling'.

FUERST - AMIT HIGH SCHOOL
BET - SHEMESH

Name:.. Date: ....

HOMEWORK SELF-ASSESSMENT PAGE

A. What helped me in doing my homework?

	not at all			**a lot**
	1	2	3	4
1. the class lesson				
2. following the instructions				
3. the example given				
4. the dictionary				
5. help from a friend				
6. a similar exercise we did before				
7. other				

B. Were the following important as well?

	not at all			**a lot**
	1	2	3	4
1. the context				
2. the level of the vocabulary				
3. my general knowledge				
4. the topic is personally relevant				
5. a challenging task				
6. the material seems important for future use				

C. After correcting the work

1. How many correct answers did I get?	all	most	a few	none
2. Did you expect these results? Why?	yes	no		

D. Objectives:

1. What do you think the aims of this homework were?

1...
2...
3...

2. Were these objectives achieved?	yes	somewhat	no

District English Inspectors 1996/7

NAME	OFFICE HOURS		PHONE/FAX NUMBER
	DAY	TIME	
Shai Aran	Monday	13:00-15:00	02-5601480, fax 02-5601618
Tzivia Ariel	Monday	11:00-14:00	02-5601481 fax 02-5601618
Yosef Daghash	Monday	10:00-13:00	06-6500277 fax 6500283
Zvia Epstein	Tuesday (1,3)	11:00-13:00	03-6935264
	Tuesday (2)	14:00-16:00	08-9446258
	Tuesday (4)	14:00-16:00	03-9642269
Omaima Kaldawy	Friday	9:00-13:00	06-6570506
Judy Kemp	Monday	10:00-13:00	06-6500331
Miriam Kluska	Sunday	13:00-15:00	09-7649198
	Tuesday	9:00-13:00	03-6935108
	Thursday	13:00-15:00	09-8625203
Salach Mahajna	Friday	9:00-13:00	06-6570506
Miriam Melamed	Tuesday	12:00-15:00	04-8353661/2 fax 04-8353714
Maida Nechushtan	Monday	10:00-13:00	06-6500330
Wilma Ornan	Monday	13:00-15:00	07-6464021
Roberta Levin	Monday	8:00-14:00	06-6541313
Jane Simon	Wednesday (1,3)	14:00-16:00	07-6464196/296
Judy Segal	Tuesday	12:00-14:00	03-6935185
	Wednesday (2)	16:00-18:00	03-9314766
	Wednesday (4)	16:00-18:00	08-9279983
Arieh Sherris	Tuesday	13:00-16:30	07-6464196/296
Batia Tal	Wednesday	13:00-15:00	07-6464196/296
Beverley Topaz	Monday	10:00-13:00	03-6935131
Debby Toperoff	Monday	10:00-13:00	03-6935134
Avi Tsur	Monday	11:00-14:00	03-6922859/847 fax 03-6922854
Barbara Vendriger	Monday	10:00-13:00	03-6935133 fax 03-6589741
	Wednesday	16:00-19:00	03-6935133 fax 03-6589741

National Teacher-Counselors 1996/7

NAME	AREA OF SPECIALIZATION	TELEPHONE NUMBERS
Raquelle Azran	Native English Speakers	02-5603232 fax 02-5602047
Jimmy Backer	Computer Assisted Language Learning	06-6939338
Rivi Carmel	The Young Learner	03-6411630
Elana Cheshin	The Weak Learner	03-9326474
Arona Gvaryahu	Learning Disorders	08-9350388
Ruth Shemesh	The Weak Learner	06-6307834
Nira Trumper-Hecht	"Bridges" Project	03-5224236
Suzi Tourgeman	Information Coordinator	02-5827048

Recent publications

JEWISH HOLIDAY HANDBOOK by Rananah Gold

This teachers' handbook contains stories, worksheets and activities for each Jewish holiday. The activities are geared to junior high and high school level. The Jewish Holiday Handbook can be ordered from the English Department, Kay College of Education, 33 Yehuda Halevi Street, POB 65, Beersheva, or via fax (07) 641-3020. Price: NIS 15.00.

* * *

LESSONS IN WORD: THE ENGLISH TEACHER'S GUIDE TO MICROSOFT WORD 6 by Tamar Bracha, Nili Mor, Ida Heilweil and Orit Freidenreich.

LESSONS IN PUBLIC: THE ENGLISH TEACHER'S GUIDE TO LESSONS USING PUBLIC DOMAIN SOFTWARE by Nili Mor, Ida Heilweil, Tamar Bracha and Orit Freidenreich.

The four authors of these two useful, well-planned and class-tested guides are all CALL counselors. They have designed the books as a gentle introduction to ease classroom teachers into CALL teaching. Constructed as resources for teachers who want to use computers as an integral part of teaching EFL, the books provide examples, model lessons and general ideas that can be generated and reproduced by teachers, according to the needs of specific populations.

Lessons In Word and *Lessons in Public* can be ordered from the Science and Technology Division, Computers in Education Section, Ministry of Education Culture and Sport, Tel Aviv.

Letters to the Editor

לכבוד העורכת,

קבלתי בתודה את העלון למורים לאנגלית.

התרשמתי מאד מכמות החומר המקצועי הרלבנטי שמצאתי בו הן מצד הנושאים הנוגעים לתכניות הלימודים וכן בכל הנוגע לבחינות.

בנוסף, זו במה למורים, לרכזים ולמדריכים הנותנים ביטוי לחדשנות.

הבטאון מעיד מאד על המוטיבציה ועל הרעננות של העוסקים בהוראה במקצוע האנגלית.

בתודה ובברכה,

רות אוטולנגי
מנהלת האגף לחינוך על-יסודי

לכבוד העורכת,

שלום רב,

הנדון: המבנה החדש של בחינות הבגרות באנגלית

ברצוני לברך אותך ואת חברי ועדת המקצוע והפיקוח על הוראת האנגלית על המבנה החדש של תכנית הבגרות באנגלית כפי שנתגבש על-ידכם.

אני משוכנע שהשינויים משקפים את הדרישות המקצועיות של צוות האנגלית בשילוב משוב ממנהלים ומורים בבתיה״ס השונים.

אני מצפה כמוך ששינויים אלה, בצד המאמץ הרב שהינך משקיעה בנושאים שונים הקשורים בהוראת המקצוע, יניבו תוצאות חיוביות וישפרו את לימודי האנגלית בבתיה״ס.

אני מצפה שהשינויים יוטמעו בהקדם ע״י כל היחידות הרלוונטיות לשינוי.

בברכה,

יצחק כהן
סמנכ״ל ומנהל המינהל הפדגוגי

לכבוד העורכת,

שלום רב,

הנדון: מבנה החדש של בחינות הבגרות באנגלית

שמחתי לקבל את מכתבך מיום 27 בנובמבר 1996 המלמד כי בחינות הבגרות באנגלית בלבושן החדש יתחשבו בצרכי אוכלוסיות רחבות והטרוגניות וכן שהמבחנים יותאמו לחלוקה מודולרית, על-פי מדיניות משרד החינוך. אין ספק שעל-ידי כך תינתנה הזדמנויות לתלמידים רבים יותר לגשת לבחינת הבגרות ולהצליח בה ברמה שתשתלב מיידית בתעודת הבגרות או ברמה שתאפשר לגשת להמשך הבחינה בכל הזדמנות מאוחרת יותר.

ההתחשבות באוכלוסית הנבחנים ראויה לתשומת לב מיוחדת. לאחרונה נתקלתי בבחינה בהבנת הנקרא שנכלל בה טקסט אשר היה קרוב מדי לרקעם של נבחנים חלשים, באופן שעלול היה להסיט את חשיבתם האוביקטיבית ולערער את הדימוי העצמי שלהם בתוך מהלך המבחן, ועל-ידי כך להוריד את סיכוייהם להצליח. בטוחני כי מודעותך הגבוהה לאוכלוסיות מגוונות תעצור מקרים כגון זה.

אודה אם תשתפי אותנו במשובים שתקבלי מהמבחנים, במיוחד ביחס להתאמתם לתלמידים מרקע סוציו-אקונומי חלש.

בברכה

ד״ר אבי לוי
מנהל אגף שח״ר

לכבוד העורכת,

השעה די מאוחרת ואני כרגע חזרתי ממסיבת סיום כיתה י"ב בביה"ס בו אני עובדת. אני מרגישה שאני חייבת לחלוק אתך חוויה שהיתה לי בביה"ס הערב. אך בטרם אעשה זאת אקדים ואומר מספר מילים על ביה"ס.

במקום, העיר שדרות, ישנם שני ב"ס תיכוניים: דתי וממלכתי. שכבת י"ב בביה"ס הממלכתי מונה 57 תלמידים בלבד. מספר גדול של תלמידים עוזבו את ביה"ס בהגיעם לכיתה ט' והנותרים הם אלה שחשבו שלא כדאי לעזוב למקום אחר בו "חורשים" בלימודים, או שלהוריהם לא היו אמצעים לממן לימודים בבי"ס אחר, או עולים חדשים. מיעוטם של הנותרים הם תלמידים טובים שהאמינו בביה"ס, ובכל זאת אנו מצליחים להגיש בהצלחה מספר גדול של תלמידים לבחינות הבגרות באנגלית ובכלל. ועל רקע זה מעשה שהיה כך היה.

ניגשה אלי תלמידת י"ב 3 - כיתת גמר - שלמדה אנגלית במשך השנה. עולה חדשה, 3 שנים בארץ שעברה קשיי התאקלמות לא מבוטלים והשנה ניגשה לבחינה ב- 1 יח"ל אנגלית וזהו.

מכל המקצועות זה היחיד בו נבחנה. התלמידה הודיעה לי שבעקבות הבחינה באנגלית (8, ברמה של 1 יח"ל) היא הרגישה בטחון עצמי להצליח ועל כן החליטה לחזור וללמוד בכיתה י"ב בשנה הבאה כדי שתוכל לגשת לבחינות במקצועות אחרים. כמו כן, היא רוצה לשוב וללמוד אנגלית אך הפעם ברמה של 3 יח"ל. אני בטוחה שהיא תצליח גם בזה.

אני מרגישה חובה לספר לך כי אולי אלה הטוענים שאין טעם ב-1 יח"ל יחזרו ויהרהרו בקשר ל"כדאיות" של המתכונת הזאת, המקרה של אולגה מצביע על כך שיש צידוק במתכונת הזאת לא רק מבחינת האנגלית אלא גם לחיזוק העצמי ופתיחת אפשרויות בפני תלמידים ש"פורחים מאוחר".

אני מקווה שיש בסיפור קצר זה לחזק את ידיך וידי מקבלי ההחלטות ולשפוך מעט אור ולתת מעט סיפוק. המשיכי במלאכה!

בברכה,
מה"שטח"
פנינה פלדמן

לכבוד העורכת,

שלום רב,

כבוגרת ביה"ס הריאלי העברי בחיפה אשר אובחנה באמצע שנת הלימודים תשנ"ה כדיסלקטית המתקשה בלימוד שפות, בעיקר באנגלית, ברצוני לשבח את המורה שלי לאנגלית בכיתה י"ב, הגב' קירזבוים מאיירה, אשר הכינה אותי לבחינת הבגרות ברמת 4 יח"ל באנגלית. אני מדגישה כי ללא עזרתה, שהתבטאה בהקלטת המבחנים בקלטות בשל קושי שלי בקריאה, ונתינת תוספת זמן מזמנה הפרטי בתום מבחנים כיתתיים, לא הייתי מצליחה לסיים את שנת הלימודים עם ציון עובר באנגלית.

עלי לציין, שלמרות הקשיים ואף שלא ניתנו לי כל התנאים שאושרו ע"י משרד החינוך בבחינת הבגרות, הצלחתי להגיע לציון 77 בבחינה באנגלית (ציון שלא הגעתי אליו באף שנה מכל שמונה שנות לימוד האנגלית שלי בבית הספר הריאלי) וספק אם הייתי מגיעה אליו ללא העזרה שקיבלתי מהגב' מאיירה קירזבוים.

בשיחה עם תלמידים דיסלקטים מכיתות אחרות במחזור שלי בביה"ס, התברר שאף על פי שאושרו להם תנאים מיוחדים בבחינות, הם לא קיבלו אותם והמבחנים במסגרת הרגילה היו מאוד קשים.

מכתבי זה מופנה אליך - המפמ"רית לאנגלית - כדי להביא לידיעתך, עד כמה חיוני לתלמידים דיסלקטיים ההכנה לבחינת בגרות כפי שגברת מאיירה קירזבוים הכינה אותי, ואיפשרה לי, למרות כל הקשיים, להיות זכאית לתעודת בגרות ולהמשיך לימודים על-תיכוניים.

בכבוד רב

קרן אור הלוי
המיסדים 18 א
עתלית 30300

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Dear Editor,

The basic point of this letter is to ask why is there no provision in the present (and future) Bagrut English paper for literature? We English teachers must spend at least 40% of the 11th and 12th grades teaching literature, but nary a word on this noble aspect of English has ever appeared in the Bagrut exam. We are aware that the teaching of literature acts as a "springboard" for the dissemination of noble ideas, the widening of vocabulary etc. but we feel that this is definitely NOT enough.

Our combined experience of many years' teaching has taught us that if the teaching of a subject is to be followed by a written (and not just an oral) exam, then the students relate to it much more seriously.

Surely it should not be impossible during this period when the Bagrut exam is being revamped, to incorporate a question or two based on the literature studied over the past two years. We realize that there may be a technical problem or two in that different schools teach different poems, stories and plays. This shouldn't present an insurmountable problem if general type questions as "Compare two central characters in two of the stories you have read" or "How does the physical background in two/three of the stories/poems you have read influence...?"

If Samuel Taylor Coleridge wrote: "Prose — works in their best order: poetry — the best works in their best order," then surely it is up to us English teachers to get our pupils to study literature in the most meaningful way possible. Final thought: Why not have a separate English Literature paper?

Waiting to be deluged by a flood of positively supportive letters,

David L. Young
Channah Persoff
Benjamin Cohen

The Rubin Academy of Music, Jerusalem
The School for Arts & Sciences, Jerusalem

Editor's response:

I am sure your interest in the teaching of literature is shared by many teachers, as it is by the English Inspectorate. The ideas you brought up are interesting, however, while they might solve some of the problems, they unfortunately create others.

1. The idea of including general type literature questions on a Bagrut examination is problematic in terms of the reliability of the marking.
2. At present, the Ministry of Education is investigating ways to decrease the number of Bagrut papers, so the possibility of creating an additional English paper is not realistic.

As you wrote in your letter, literature has a very important role in the classroom curriculum, which should not be dependent on an external exam but rather on the teachers' integration of literature in their lesson planning.

APOLOGY

In the April 1996 issue of the *English Teachers' Journal*, we included a paper by Miriam Shlesinger, titled "What Do We Test When We Test Translation Students?" The paper was commissioned by us two years ago.

We apologize to Miriam Shlesinger for revising her paper without consulting her in relation to significant changes which we introduced, for various linguistic and other mistakes which appear in the paper solely as a result of the editing, and for failing to inform her that the paper had appeared.

We regret the distress this has caused the writer, and have learned from this experience.

The Editor

Dear Editor,

Yehudit Vinograd's "The Right to Choose" *(ETJ* 48) was timely and to the point; the difficulties in teaching heterogeneous classes are tremendous, not only in development towns or where "streaming" is impossible because of the small numbers involved.

However, I wish to criticize the principle of heterogeneity where streaming is possible (i.e., where you have two or more ninth grade classes, tenth grade classes, etc.). Much has been said about the "stigma" of B & C groups, and about the boredom and lack of challenge among the better students in a homogeneous class. All this is correct. But the last four years of schooling pose an additional problem — the final goal, the Bagrut exam. And although I regard the 11th & 12th grades as the period when "Bagrut" is taught (as opposed to "English" *per se*), it is to all four senior classes that these remarks are directed.

1. Every homogeneous class is heterogeneous in the sense that there is always a "top" and a "bottom."
2. The weaker pupils *are* assisted by the stronger ones in homework, pair-work and in preparing oral dialogues (my pupils prefer to write them out first time around), but they have the vocabulary and grammatical basis which very weak pupils do not.
3. For various reasons, my schools accept pupils (into the ninth grade) with a minimal or even non-existent basic knowledge of English. Such pupils could never fit into any normal class.
4. Obviously, as Yehudit Vinograd mentions, there is a good deal of mobility between the groups. In one of my schools, it is not unusual for a particularly bright pupil to work his/her way up from C in the ninth grade into A two years later in order to successfully complete a 5-point Bagrut.
5. In my 26 years of teaching experience in Israel (albeit in only five schools), I have found the following:
   a) The fact that the A group is the largest (equaling the combined numbers of the other two groups) is the most important measure of "prestige" amongst the pupils.
   b) The weaker pupils in A (and please remember that "weaker" here is relative) will do their utmost to remain in A, and the better ones in B try to graduate into A.
   c) With the best will in the world, some pupils simply do not have a flair for languages, just as some bright pupils cannot do math. Despite encouragement (which is possibly the most important item in the teacher's bag of tricks) a few pupils do, of their own volition, choose to drop down to B; they may feel they have reached their limit, or they prefer to expend the extra effort on their weaker subjects (I'm referring to a very full day with little free time). If a pupil spends more time on English than on other subjects which need bolstering, I usually concur with the principal that the pupil should go down — but only with the pupil's agreement. We are, after all, looking out for the best interests of the pupil, not for the "rating" of our particular subject.
   d) There have been occasions when the class teacher explains that Yossi does not want to move up to the A group, even though he is above the rest of the group; Yossi feels (correctly) that he cannot succeed in anything and barely makes the grade in everything — except English. "Let him be the king of the class for once," says the class teacher. "Let him feel important when the others ask him for help, just as he has to turn to them in every other subject." Isn't this an important consideration?
   e) My system of weekly tests (no exams —"*eizeh kef!*") enables me not only to check up on myself, but also allows the pupils to see their real situation: a score of less than 50 percent three weeks running is the danger signal, which results in an exhaustive "post mortem" with the pupil. If a pupil cannot cope, they draw the conclusion themselves.

To all those advocating heterogeneous classes where streaming is possible, I wish to pose six questions:

1. Whether we like it or not, we teach toward the Bagrut exam. Do the innovative and inventive methods of handling a heterogeneous class really work toward that goal or are they methods of merely keeping everyone busy? Do these methods bring out the best in each pupil?

2. In frontal lessons, where exactly is the effort to be aimed — at the middle? the top? the bottom?

3. Why not allow each pupil to feel comfortable in a group of his/her peers, and to progress according to his/her abilities?

4. Isn't streaming necessary for the different 3-point, 4-point and 5-point Bagrut exams?

5. If a pupil flatly refuses (or is unable) to make the effort to keep up with the majority ("A 3-point Bagrut is good enough for me. I want to invest the little spare time I have in math/music/Talmud..."), what is the purpose of coercion?

6. Never have I heard of heterogeneous classes in math in the 11th and 12th grades in large schools; why should English be different?

Sincerely,

Raphy Abt

Bagrut Answer Key
Summer 1996, Version A
5 POINTS

דגם תשובות לשאלון באנגלית
קיץ תשנ״ו, גירסה א,
5 יח״ל מס׳ 09,908653

פרק א: הבנת הנקרא (30 נקודות)

1. שגיאות לשון (מלבד כתיב): בשאלה ששווה 2 נקודות ומעלה, יש להוריד נקודה אחת.
בשאלה ששווה 1 נקודה, יש להוריד 1/2 נקודה (לעגל כלפי מעלה, אם צריך, במניין הנקודות לשאלה כולה). בשאלות "cloze" יש להוריד את כל הנקודה.
2. שגיאות כתיב: בכל סוגי השאלות, יש להוריד 1/2 נקודה. בכל מקרה, אין לנכות יותר ממחצית ערך השאלה עבור שגיאות מסוג זה.

1. (a) ... commit/are linked to (daytime) crimes/increase crime rate/police involvement
   (if only one of the examples of crime is mentioned — 1 point off).
   (b) 1. burglaries/robberies/crimes (must be plural)
      2. daytime/the day
      3. in/at school/studying

(Question 1 = 5 points) ....

2. (a) Two of the following
      1. rounding up the truants/taking truants in
      2. returning truants to school
      3. contacting the parents
      (if full sentences with unnecessary info are copied - 0 points; if sentences copied but edited for relevant info - full points. If "special offices" mentioned — 1 point off; if "counseling" mentioned — 2 points off.)
   (b) 1. aggressively (and similar one-word adverbs)
      2. handcuffed
      3. racist(s)/prejudiced
      4.white

(Question 2 = 8 points) ....

3. (a) iii ... more truants
   (b) 1. truants
      2. parents
      3. young(er)/little, small, smaller
      4. potential, primary-school (must be)
   (c) iv truancy can be stopped...
   (d) 1. (doing) community service
      2. (going to) prison/jail
      3. (paying) fines
   (e) 1. taking away their driving licenses
      2. taking away their hunting licenses/taking away their driving (licenses) and hunting licenses

(Question 3 = 11 points) ....

4. (a) iv We don't know yet.
   (b) No, she doesn't
      ... is still a truant/not back in school
   (c) Anything sensible

(Question 4 = 6 points)

5. (a) 200,000
   (b) ii lending medical equipment
   (c) iii old people...
   (d) ii an alarm sounds
   (e) 20
   (f) ii Delivering...
      iv Answering... (3 points)
      v Giving out...
   (g) 1994
   (h) they come from...

(Question 5 = 10 points)

פרק ב: הבנת הנשמע (10 נקודות)

6. Deduct 1/2 point for spelling error or misuse of capitals, but a WHOLE point if different word (e.g., whole/hole).

1. if / whether, That
2. would,
3. dogs (not: they)
4. been
5. which
6. blind
7. despite
8. once
9. who / that
10. show (ed) / suggest (ed) / prove(d) / discovered, indicated, etc.
11. effect / influence
12. fewer / less
13. lot / variety / number
14. asked / told / advised / encouraged / known/ likely
15. guarding / protecting
16. order
17. part
18. unit / team
19. owners / trainers / masters / partners
20. when / if
21. climb
22. people / humans / (police) men
23. each
24. movies / films / pictures, shows
25. rescue / save / help

(Question 6 = 25 points)

Cloze Passage

1. if / whether
2. would
3. dogs (not: they)
4. been
5. lot / variety / number
6. asked / told / advised / encouraged / known / likely
7. guarding / protecting
8. order
9. part
10. unit / team
11. owners / trainers / masters / partners
12. when / if
13. climb
14. people / humans / policemen
15. each
16. which
17. blind
18. despite
19. once
20. who / that
21. show(ed) / suggest(ed) / prove(d)/ discovered
22. effect / influence
23. fewer / less
24. movies / films / pictures
25. rescue / save / help

(Question 6 = 25 points)..

7. **Rewrites**

Deduct the whole point for grammar errors, 1/2 for spelling errors.

(a) These jeans cost (me) 100 shekels.
(b) I've been reading this book for two weeks.
(c) She lost her money, so she couldn't take a bus home.
(d) I suggest (that) you (should) study harder.
(e) His speech made / left an / a+relevant adjective impression on me. / I got a good impression from his speech.
(f) Can you pick me up... / (Please) pick me up...
(g) I don't speak English as well as he (does).
(h) This shirt isn't clean enough (for me) to wear.
(i) ... me to save you a seat / a seat for you?
(j) ... was built by a famous architect.
(k) ... sleeping with the window open.
(l) ... took us by surprise.
(m) ... be seen (by anyone) in these clothes.
(n) ... forgive / excuse / pardon me / accept my apology / apologies for being late.
(o) ... I / she / he / they / we wanted coffee.

(Question 7= 15 points)..

Composition פרק ד': חיבור

(a) Regarding compositions which are partly or entirely off the subject: always consult a senior examiner before making any decision.
If in any doubt regarding relevance to the subject, call a senior examiner.

(b) Examiner must put in CORRECT number of composition, even if examinee has omitted it or put in the wrong number. Thus, number 8, 9 or 10 will always be 1 point, even if the composition scores 0 on 11-15.

	maximum score
8-10. Comp. no. ___________	1
11. (grammar)	5
12. (vocabulary)	5
13. (content, structure, length)	5
14. (spelling) Deduct 1 point for every three mistakes, depending on how bad they are.	3
15. (punctuation: capitalization, full stops, quotation marks, question marks, apostrophes)	1
TOTAL	20

Length: 200 words only — deduct 2 points from question 13
150 words only — deduct 3 points from question 13
100 words only — deduct 5 points from question 13 (all points)

No. 10 — if not in letter form, or if without addresses - deduct 2 points from question 12.

IMPORTANT: Do not just mark according to mistakes (i.e., deductions only), but also evaluate positively (niceties of vocabulary, grammar and style etc.)

DEDUCTION TABLE

	UNSEEN		CLOZE	REWRITES
	OPEN-ENDED	FILL-INS		
SPELLING	1/2 point	1/2 point	1/2 point, but 1 for homonym	1/2 point
GRAMMAR	1/2 point for 1 point Q.	1 point	1 point	1 point
	1 point for 2 point Q. +			

Bagrut Answer Key
Summer 1996, Version A
4 POINTS

דגם תשובות לשאלון באנגלית
קיץ תשנ"ו, גירסה א,
4 יח"ל מס' 81,908643

(English and also Hebrew/Arabic spelling mistakes are not counted)

הוראות כלליות:

1. שגיאות כתיב אינן מובאות בחשבון, ואינן גורמות להפחתת ניקוד.
2. בתשובות בהבנת הנקרא (הן בשפת-האם והן באנגלית), על הנבחן לענות על השאלה בלבד, ולא להעתיק משפטים מיותרים (שאולי תימצא בהם התשובה המבוקשת). יש להוריד נקודה אחת מתוך 2 על העתקת משפטים מיותרים.
3. יש לזכור: הבחינה ב-4 יחידות היא ברמה גבוהה ואינה מיועדת לתלמידים מתקשים.

פרק ראשון: הבנת הנקרא (30 נקודות)
בפרק זה אסור לענות באנגלית. ציון 0, אם עונים באנגלית.

1. (ה)הורים (של הנבחנים).
2. א. הרבה תלמידים טובים לא מקבלים את הציונים (הגבוהים) שמגיעים להם.

   ב. (1) דרישות הקבלה של האוניברסיטה
   (2) מורים
   (3) תלמידים אחרים / חברים (לכיתה)
   (4) הורים

3. (לדעתם זו) הדרך היחידה להצליח בחיים.

4. הם מרגישים עוד יותר לחץ ומתח (וזה מגביר את הסיכוי / האפשרות לכשלון). (אם אין אלמנט ההשוואה - להוריד 1 נק')

5. א. עליהם להיראות עליזים, רגועים ובטוחים בתוצאות המבחן (גם אם הם מפחדים / חוששים).
   (אם כתב פחות משני תארים - להוריד 1 נק'; אין לקבל פירוק התשובה לסעיף (1) כתשובה לשני הסעיפים).
   ב. עליהם לעודד את הילדים למצוא זמן לבילויים / עליהם להראות לילדים שהבחינות אינן הדבר היחיד החשוב בחיים.

6. א. (אסור) להם להציע לילדים מתנות או פרסים עבור ההצלחה מראש.
   ב. אסור להם להשוות את הישגי ילדיהם עם אלה של קרובים או ידידים / חברים.

7. א. לעבוד קשה / עבודה קשה
   ב. יחס נכון ללימודים
   ג. אמונה בעצמם

8. לנכות נקודה שלמה בגין חלק דיבר שגוי או משמעות שגויה; לנכות 1/2 נקודה בגין דקדוק שגוי (יחיד/רבים; זמנים; זכר/נקבה).
   a) מתקרב / מגיע
   b) בשום אופן
   c) בלי קשר לחרדות (הפרטיות) שלהם / ויהיו חששותיהם אשר יהיו / לא משנה מה...
   d) לרוע המזל / למרבה הצער
   e) בראש ובראשונה / קודם-כל / מעבר לכל / הכי חשוב (לא "ראשון").
   f) עלולים / יש להם סיכוי גדול / צפוי ש... / יש חשש ש... / יש סכנה ש... / קרוב לוודאי ש... / (לקבל: עשויים)
   g) לפנות זמן / לעשות הפסקה, פסק זמן

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פרק שני: הבנת הנשמע (10 נקודות)

9. (a) 200,000
   (b) ii Lending medical equipment
   (c) iii old people...
   (d) ii An alarm sounds
   (e) 20
   (f) ii Delivering...
   iv Answering...
   v Giving out...
   (g) 1994
   (h) They come from...

(Question 9= 10 points)..

פרק שלישי: הבנת הנקרא (25 נקודות)
שגיאות לשון: לנכות נקודה אחת בתת-שאלה ששווה +2 נקודות. לנכות 1/2 נקודה בתת-שאלה ששווה 1 נקודה
(לעגל כלפי מעלה אם צריך, במניין הנקודות לשאלה כולה).

10. (a) ii truants are involved...
    (b) (1) robbery
        (2) burglaries
        (3) shoplifting
    (c) 1. burglaries / robberies / crimes (must be plural)
        2. daytime / the day
        3. in / at school / studying

(Question 10= 7 points)..

11. (a) the police; the parents
    (b) (1) aggressively
        (2) handcuffed
        (3) racist(s)
        (4) white

(Question 11= 6 points)..

12. (a) iii ... more truants
    (b) iv truancy can be stopped...
    (c) 1. (doing) community service
        2. (going to) prison / jail
        3. (paying) fines
    (d) 1. taking away their driving license(s)
        2. taking away their hunting license(s) / taking away their driving (license(s)) and hunting license(s).

(Question 12= 7 points)..

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13. (a) iv We don't know yet.
(b) No, she doesn't.
... is still a truant / not back in school
(a) = 1 point
(b) = 2 point
(If (a) wrong, (b) right - 0 points).
(c) jail / prison

(Question 13= 5 points)..

פרק רביעי: תרגילים בלשון (35 נקודות)

14. 2 points for each question. 0 = wrong question word
1 = grammar error but not in the interrogative structure, slight vocabulary mistakes
2 = correct structure and vocabulary; spelling errors not penalized. Deduct 1 point maximum for misuse of capitals MORE THAN ONCE

(1) What do you want / need (to buy)?
(2) How many (pairs) do you have / have you got?
(3) When did you buy them / last buy shoes? / When was the last time you bought shoes?
(4) Aren't they / Isn't it closed? / Haven't they closed (already)? (Must be phrased in the negative)
(5) How long does it take to get there? / How far is it? / Aren't we late? / Can we make it? / Is it far?

(Question 14= 10 points)..

15. Mark 1/2 point for each item, and bring the total up to a full mark (e.g., 3 1/2 pts = 4 pts).
1. hard
2. alternative
3. wouldn't go (accept: "wouldn't have gone")
4. lent
5. packing
6. was loaded
7. set
8. at
9. no one
10. enjoyed

(Question 15= 5 points)..

16. Do not deduct for spelling errors. Deduct 1/2 point for misuse of capitals, and a WHOLE point if different word (e.g., whole / hole).

קלוז 4 יח״ל - גירסה א׳

1. if / whether
2. would
3. dogs
4. been
5. which
6. blind
7. despite
8. lot / variety / number
9. asked / told / advised / encouraged / known / likely
10. guarding / protecting
11. order
12. part
13. unit / team
14. owners / trainers / masters / partners
15. when / if
16. climb
17. people / humans / (police)men
18. each
19. movies / films / pictures
20. rescue / save / help

קלוז 4 יח״ל - גירסה ב׳

1. if / whether
2. would
3. dogs
4. been
5. lot / variety / number
6. see version A, no 9
7. guarding / protecting
8. order
9. part
10. unit / team
11. see version A, no 14
12. when / if
13. climb
14. people / humans /policemen
15. each
16. movies / films / pictures
17. rescue / save / help
18. which
19. blind
20. despite

(Question 16= 20 points)……………………………………………………………………

DEDUCTION TABLE

	H/A UNSEEN		ENGLISH UNSEEN		CLOZE
	OPEN	TRANS.	OPEN	FILL-IN	
SPELLING	-	-	-	-	1/2 for caps 1 for homonym
GRAMMAR	-	1/2 point	1/2 point or 1 point (1 max)	1 point	1 point

Bagrut Answer Key
Summer 1996, Version A
3 POINTS

דגם תשובות לשאלון באנגלית
קיץ תשנ"ו, גירסה א,
3 יח"ל מס' 908643

(English and also Hebrew/Arabic spelling mistakes are not counted)

הוראות כלליות:

1. יש להשתמש במסופון, ולהקליד אך רק את הציון בנקודות לכל שאלה שלמה-לא לתת-שאלות; לא להפוך לאחוזים ולא לסכם ציון סופי.
2. שגיאות כתיב אינן מובאות בחשבון, ואינן גורמות להפחתת ניקוד.
3. בתשובית בהבנת הנקרא (הן בשפת-האם והן באנגלית), על הנבחן לענות על השאלה בלבד, ולא להעתיק משפטים מיותרים (שאולי תימצא בהם התשובה המבוקשת). יש להוריד נקודה אחת מתוך 2 על העתקת משפטים מיותרים.

פרק ראשון: (30 נקודות)

בפרק זה אסור לענות באנגלית. ציון 0, אם עונים באנגלית.

1. 3 מקומות מתוך המקומות הבאים: (בזמן שנמצאים) ברחוב, במכונית, במסעדה, במקומות ציבוריים, בחנויות, באוטובוסים (אבל אם כותבים מקומות ציבוריים, חנויות, אוטובוסים כשלושה מקומות נפרדים - להוריד נקודה אחת).

2. כי הם / אנשים צריכים / לא רוצים לשמוע שיחות רועשות במקומות ציבוריים. (אם לא מציינים הרעש - לנכות 1 נק').

3. כי מחנכים אותם מגיל צעיר לא להפריע לאחרים.

4. (אמנות) נימוסי הטלפון הנייד (שהיפנים פיתחו).

5. עליהם להשתמש ב- / לצאת ל- / מסדרון כדי לשוחח (גם אם זה לא נוח להם).

6. עליהם (לקום מהשולחן ו-) ללכת לחדרים מיוחדים כדי לשוחח.

7. (1) (כי)הם / הטלפונים יקרים מאוד (עולים $1500)
   (2) (כי) התעריף / התשלום החודשי גבוה
   (3) (כי) הם / האנשים רוצים להרשים בהם אנשים אחרים.

8. (כי) מי ישים אליהם לב! / אף אחד לא ישים אליהם לב.

9. רובם קיבלו / סיגלו להם את נימוסי הטלפון. / רובם שומרים על החוקים.

10. התנהגות מנומסת כלפי אנשים אחרים היא חלק מטבעם של היפנים.

11. לנכות 1/2 נקודה בגין דקדוק שגוי (יחיד/רבים; זמנים; זכר/נקבה).
    a) כגון / למשל / לדוגמה / כמו
    b) טלפונים ניידים
    c) מרגיזים / מטרידים / מעצבנים
    d) (ה) סועדים
    e) (עיר) הבירה

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(Question 1-11 = 30 points) ....

פרק שני: הבנת הנשמע (25 נקודות)

קטע א׳ - הודעה מוקלטת

12. WHO HAS TO:	URI	RINA
(a) buy bread and cheese	x	
(b) make sandwiches	x	x
(c) go to bed early	x	x
(d) speak to Grandma Bella	x	x
(e) tidy the room	x	x
(f) feed the dog		x
(g) wake mother up	x	

If more answers than required are filled in, deduct 1 point for each additional answer before you begin deducting for wrong answers. For example, if examinee filled in 14 answers instead of 11, begin your marking at a score of 8 points.

קטע ב׳ - החדשות המקומיות

13. (a) The local news was read by Michael Bennett.	YES
(b) The news was read at 7:15 in the morning.	NO
(c) The news was read from Haifa.	YES
(d) There were three subjects in the news.	NO
(e) The first subject was football.	NO
(f) The dance group is from Hadera.	NO
(g) The dance group has guitar players.	YES
(h) Yosef Guri is a writer.	NO
(i) There is a dance festival in Rome next summer.	YES
(j) Benny Avraham is a writer.	YES
(k) The book is about movies.	NO
(l) The book sold thousands of copies.	YES
(m) The book was made into a movie.	NO
(n) The movie company is American.	YES

פרק שלישי: (45 נקודות)

14. (a) iii the real name...	(f) i	1835
(b) iii his own childhood	ii	1876
(c) ... homeless boy	iii	1884
(d) Huckleberry Finn	iv	1869
(e) The Innocents Abroad	v	1910

14(a) - 14(e) = 2 points each
14(f) = 5 points

(Question 14 = 15 points)

15.

WHO IS ASKING FOR:	Ad(1)	Ad(2)	Ad(3)	Ad(4)
(a) a part-time worker		x		x
(b) someone with experience	x	x	x	
(c) someone with a driving license	x	x		
(d) someone to work in education	x		x	
(e) a reply only by phone	x			

1 point for each correct answer.

If more answers than required are filled in, deduct 1 point for each additional answer before you begin deducting for wrong answers. For example, if examinee filled in 12 answers instead of 10, begin your marking at a score of 8 points.

(Question 15 = 10 points) ....

16. 1. spend
2. so
3. where
4. is
5. many
6. are interested
7. tell
8. be able
9. on
10. don't

(Question 16 = 10 points) ....

שימו לב: על הנבחנים לענות על שאלה 17 או על שאלה 18.

17. **PUPIL'S PERSONAL FILE 1995-6**

NAME: Sharon Samuels
AGE: ....17(1/2)...........
PROBLEM(S): with schoolwork and friends

PUPIL'S SITUATION

BEFORE PROBLEM BEGAN	TODAY
HOBBY/HOBBIES: (1) ....TENNIS............	HOBBY/HOBBIES:............computer(s).............
(2) ....[collect(ing)]...stamps............................	....
FAVORITE SUBJECT(S): (1).......Biology..........	FAVORITE SUBJECT(S):..................................
(2)...........Maths............(3)...........English............	.............computer(s)...(lessons)...........................
LEVEL OF SCHOOLWORK IN GENERAL:	LEVEL OF SCHOOLWORK IN GENERAL:
........................very good / high..........................	........................very poor / low...........................

1 point for each correct answer.

(Question 17 = 10 points) ....

18. 2 points for each question. 0 = wrong question word
1 = grammar error but not in the interrogative structure, slight vocabulary mistakes
2 = correct structure and vocabulary; spelling errors not penalized

(1) Are you busy (now)?
(2) What would you like / do you want to do? Do you want / would you like to do something?
(3) Did you see / Have you seen Star Wars?
(4) Where is it playing?
(5) When does it start?

(Question 18 = 10 points) ....

Bagrut Answer Key
Summer 1996, Version A
3 POINTS

דגם תשובות לשאלון באנגלית
קיץ תשנ"ו, גירסה א,
3 יח"ל מס' 11,82

הוראות כלליות ופרק ראשון - ראו בדגם מס' 908543 (3 יח"ל).

(Question 1-11 = 30 points)........

פרק שני: הבנת הנשמע (15 נקודות)

קטע א' - הודעה מוקלטת

12. WHO HAS TO:	URI	RINA
(a) buy bread and cheese	x	
(b) go to bed early	x	x
(c) speak to Grandma Bella	x	x
(d) tidy the room	x	x
(e) feed the dog		x

If more answers than required are filled in, deduct 1 point for each additional answer before you begin deducting for wrong answers. For example, if examinee filled in 10 answers instead of 8, begin your marking at a score of 8 points.

(Question 12 = 8 points)........

קטע ב' - החדשות המקומיות

13.	
(a) The local news was read by Michael Bennett.	YES
(b) The dance group is from Hadera.	NO
(c) The dance group has guitar players.	YES
(d) There is a dance festival in Rome next summer.	YES
(e) Benny Avraham is a writer.	YES
(f) The book was made into a movie.	NO
(g) The movie company is American.	YES

(Question 13 = 7 points)........

פרק שלישי: (55 נקודות)

ראו תשובות 16-14 בדגם מס' 908543 (3 יח"ל).

שימו לב: בשאלון זה, שאלה 16 שווה 20 נקודות.

17. 2 points for each question. 0 = wrong question word
1 = grammar error but not in the interrogative structure,
slight vocabulary mistakes
2 = correct structure and vocabulary; spelling errors not penalized

(1) Are you busy (now)?
(2) What would you like / do you want to do? Do you want / would you like to do something?
(3) Did you see / Have you seen Star Wars?
(4) Where is it playing?
(5) When does it start?

(Question 17 = 10 points) ....

Bagrut Answer Key
Summer 1996, Version A
1 POINT

דגם תשובות לשאלון באנגלית
קיץ תשנ״ו, גירסה א,
1 יח״ל מס׳ 016101

פרק ראשון: (20 נקודות)

1. (a) ב איך לנסוע בחופשה
(b) ג ... מספיק כסף
(c) ב כי פוגשים...
(d) א לא
(e) ג ... אינה בטוחה
(f) א ההורים לא מרשים
(g) ב הוא אינו רוצה לקבל...
(h) ג ... לחופשה יותר קצרה
(i) א נסיעה בטרמפים
(j) א ביל והנרי

פרק שני: הבנת הנשמע (20 נקודות)
קטע א׳ - הודעה מוקלטת

2. WHO HAS TO:	URI	RINA
(a) buy bread and cheese	x	
(b) go to bed early	x	x
(c) speak to Grandma Bella	x	x
(d) tidy the room	x	x
(e) feed the dog		x
(f) wake mother up	x	

If more answers than required are filled in, deduct 1 point for each additional answer before you begin deducting for wrong answers. For example, if examinee filled in 12 answers instead of 9, begin your marking at a score of 6 points.

קטע ב׳ - החדשות המקומיות

3. (a) The news was read from Haifa. YES
(b) There were three subjects in the news. NO
(c) The dance group is from Hadera. NO
(d) The dance group has guitar players. YES
(e) Yosef Guri is a writer. NO
(f) Benny Avraham is a writer. YES
(g) The book sold thousands of copies. YES
(h) The book was made into a movie. NO

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פרק שלישי: (55 נקודות)

4. C; B; A; D (8 points)

5. D; E; A; C; B (5 points)

6. i three / 3
   ii (A/a black) jeep
   iii 1 million / 1,000,000
   iv Nili (4 points)

7. B; C; E (3 points)

8. i Levi and Hassan / the policemen
   ii the car / jeep
   iii the robbers / the three men
   iv Sara Eden
   v the robbers / the three men (5 points)

9. ראו את ירושלים באוטובוס סיורים / טיולים כל השנה. הצטרפו לסיור / קחו את הסיור המיוחד שלנו כדי לראות
את העיר. תיהנו לשמוע את ה- / להקשיב ל- מדריכים המנוסים שלנו.
הסיורים מתחילים בתחנה המרכזית בכל 20 דקות החל מהשעה 9:00.
לפרטים נוספים, צלצלו / התקשרו ל- 02-999999.

10.

SUNRISE SUMMER CAMP

Application Form

FIRST NAME: ....Debby..
FAMILY NAME: ....Mizrahi..
AGE (IN NUMBERS): ....12...
HOME ADDRESS: ....40......... (Number) ......Herzl......... (Street) .....Jerusalem.... (City)
PLACE OF BIRTH: ....Tel Aviv......... (City) ....ISRAEL.......... (Country)
HOBBIES: 1. ....swimming...
2. ....camping...
3. ....tennis...
WHERE DO YOU WANT TO GO? ....Scotland...

Listening Comprehension Text: "The Many Services of Yad Sarah"

Ehud: Good afternoon and welcome. Today we are going to look at Yad Sarah. Yad Sarah is Israel's largest volunteer organization,\ an organization in the field of health and welfare\ that helps about 200,000 people a year –\ Jews, Arabs and Druze,\ young and old. Our guest today is Michal Cohen\ a volunteer at Yad Sarah.\ Hello, Michal.

Michal: Hello Ehud.

Ehud: Michal, you've been a volunteer with Yad Sarah\ for a number of years.\ Tell me\ what exactly *is* Yad Sarah?

Michal: Well, there are many different answers to that question,\ because today Yad Sarah offers so many different health and welfare services. It's true that at the beginning\ we only offered one service\ which is lending medical equipment for free\ to anyone in the country who needs it.\ In fact\ many people think this is the ONLY service we offer. But today, there are so many *other* ones...

Ehud: For example?

Michal: Well, there's our emergency alarm system...

Ehud: Oh, yes, what system is this?

Michal: It's a system which enables people to call for medical help at any time. Anyone with a medical problem\ that might need immediate medical attention can benefit from using it.

Ehud: You mean like people with a heart problem\ or old people who live alone?

Michal: Yes, those are good examples.

Ehud: So how does the system work?

Michal: These people receive a special bracelet that they wear on the wrist\ at all times.\ The bracelet contains a call button, and if anyone feels ill, they just have to press it.\ When the button is pressed, an alarm sounds at the Yad Sarah emergency headquarters.\ We are then able to send a medical team to the person's house.\ Many people owe their lives to this system.

Ehud: There's no doubt about that!\ Now let's talk a bit about history.\ When and how did Yad Sarah begin?

Michal: We've just celebrated our 20th anniversary.\ It actually began in 1976, when a small group of concerned people met in a private house in Jerusalem, and decided to set up this organization. There were only a few members then.

Ehud: Things have certainly changed since then!

Michal: Right!\ Today we have 65 branches around the country\ and our services are run mainly by our four thousand volunteers.

Ehud: Four *thousand* —\ *that's* a large number! Tell me, what do all these people *do*?

Michal: Oh, *lots* of things!\ Some of them hand out the medical equipment.\ Others deliver hot meals to people's homes,\ or work in our offices answering phone-calls, etc.\ And there are plenty of *other* things to do.\ Actually,\ if any of your listeners would like to volunteer,\ we would be very happy.\ All they have to do is contact their local Yad Sarah branch.

Ehud: Thank you, Michal, for talking to us today.\ I'd like to close our program\ by quoting the judges who awarded Yad Sarah the Israel Prize in 1994.\ They said: "Yad Sarah has succeeded in rising above all the differences in Israel.\ Its volunteers come from all parts of the population,\ and work together out of the love of mankind."

משרד החינוך התרבות והספורט MINISTRY OF EDUCATION CULTURE AND SPORT
המזכירות הפדגוגית-הפיקוח על הוראת האנגלי PEDAGOGICAL SECRETARIAT - ENGLISH INSPECTORATE

עלון למורים לאנגלית

English Teachers' Journal

ISRAEL

DECEMBER 1997

51

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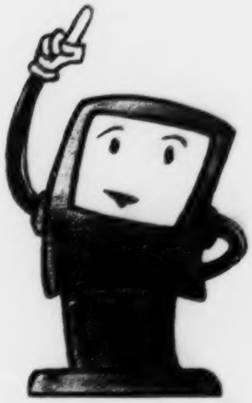
Can you imagine if Poe had a PC?

Once upon a midnight dreary, fingers cramped and vision bleary,
System manuals piled high and wasted paper on the floor,
Longing for the warmth of bed sheets, still I sat there doing spreadsheets.
Having reached the bottom line I took a floppy from the drawer,
I then invoked the SAVE command and waited for the disk to store,
Only this and nothing more.

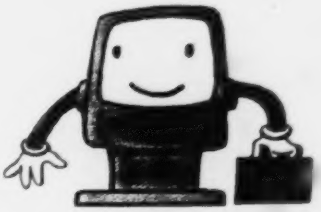


Deep into the monitor peering, long I sat there wond'ring, fearing,
doubting, while the disk kept churning, turning yet to churn some more.
But the silence was unbroken, and the stillness gave no token.
"Save!" I said, "You cursed mother! save me data from before!"
One thing did the phosphor answer, only this and nothing more,
Just, "Abort, Retry, Ignore?"

Was this some occult illusion, some maniacal intrusion?
These were choices undesired, ones I'd never faced before.
Carefully I weighed the choices as the disk made impish noises.
The cursor flashed, insistent, waiting, baiting me to type some more.
Clearly I must press a key, choosing one and nothing more,
From "Abort, Retry, Ignore?"

With my fingers pale and trembling, slowly towards the keyboard bending,
Longing for a happy ending, hoping, all would be restored,
Praying for some guarantee, timidly, I pressed a key.
But on the screen there still persisted words appearing as before.
Ghastly grim they blinked and taunted, haunted, as my patience wore,
Saying "Abort, Retry, Ignore?"

I tried to catch the chips off guard, and pressed again, but twice as hard.
I pleaded with the cursed machine: I begged and cried and then I swore.
Now in mighty desperation, trying random combination,
Still there came the incantation, just as senseless as before.
Cursor blinking, angrily winking, blinking nonsense as before.
Reading, "Abort, Retry, Ignore?"



There I sat, distraught, exhausted, by my own machine accosted.
Getting up I turned away and paced across the office floor.
And then I saw a dreadful sight: a lightning bolt cut through the night.
A gasp of horror overtook me, shook me to my very core.
The lightning zapped my previous data, lost and gone forevermore.
Not even, "Abort, Retry, Ignore?"

To this day I do not know the place to which lost data go.
What demonic nether world is wrought where lost data will be stored,
Beyond the reach of mortal souls, beyond the ether, into black holes?
But sure as there's C, Pascal, Lotus, Ashto-Tate and more,
You will be one day left to wander, lost on some Plutonian shore,
Pleading, "Abort, Retry, Ignore?"

author unknown
downloaded from the English
Teachers' Network in Israel (ETNI).
etni@environment.negev.k12.il

English Teachers' Journal

Judy Steiner, Editor
Raquelle Azran,
Managing Editor
Wendy Elliman,
Shelley Kleiman -
Copy Editors

GUIDELINES FOR CONTRIBUTORS

Articles should be **double spaced with wide margins** on A4 paper, preferably with the accompanying diskette. Please include: the title of the paper, your name, the educational institution where you are presently working and your job description, two to three sentences about your professional background and a recent passport photograph. Please make sure to give full information when using quotations and references.

Authors of articles accepted for publication will be notified. All articles are subject to editorial revision.

Manuscripts should be submitted to:

English Teachers' Journal
English Inspectorate
Ministry of Education
Culture and Sport
Jerusalem 91911

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Dear Readers,

The focus of this edition of the English Teachers' Journal is on Whole Language and how it has been adapted to the teaching of English as a foreign language in Israel. It is important to note that we have not adopted Whole Language as it is widely known in the United States and elsewhere, but have orchestrated a combination of communicative methodology and Whole Language principles suitable to the needs of our pupils.

One of the most important components of Whole Language teaching is provision of a print-rich environment, with abundant opportunities for reading and writing. Our students need time, both in the classroom and at home, to read books they have chosen themselves. Reading must be encouraged and teachers themselves must be models of good readers, sharing with pupils their excitement about the joys of reading. Students should have access to a variety of reading materials, suited to their reading levels and interests. Classroom time must be allotted for sustained silent reading and to allow students to share their reading with one another. Numerous studies have shown that reading for pleasure improves reading comprehension, writing, vocabulary, spelling and grammatical development. Reading for pleasure must become an integral part of English language teaching.

This edition of the Journal contains background material on the National Standards for Learners of English: A Curriculum for Israeli Schools. The goal of this new curriculum is to define what learners of English should know to meet the needs of the 21st century. The curriculum, currently a discussion draft document, has been sent to teachers, teacher trainers and courseware writers for feedback. Please discuss the document with other English teachers. Your reactions are of the utmost importance.

A note of interest: in the September edition of Kesher Ayin, *a monthly publication of the High School Teachers' Union, Marlene Erez of Tel Aviv University reports that English teachers suffer far lower 'burnout' than teachers of other subjects. The reasons include satisfaction with teaching, support received from colleagues, team work and shared ideas. This cooperation gives English teachers the confidence to deal with stress. They view their work positively and are proud of their investment in it. They also feel they have autonomy, which encourages them to enrich themselves and thus teach more effectively. The English teaching profession in Israel has much to be proud of, and I sincerely wish you all a year of challenge, satisfaction and enjoyment.*

Judy Steiner
Editor and Chief Inspector for English

General information

STANDARDS FOR LEARNERS OF ENGLISH: A CURRICULUM FOR ISRAELI SCHOOLS

The New Policy on Language Education

As we end the 20th century, English remains without question the major language in the world. Some 350,000,000 people are native English speakers, for another 350,000,000 it is their second language, and there are 100,000,000 fluent foreign language speakers of English. In Israel, English is solidly entrenched as the "first foreign language," so labeled in the *Policy on Language Education in Israel Schools* (Ministry of Education, 1995; Ministry of Education, 1996). For Israelis, whatever other languages they use, English is the customary language of international communication and for what the Council of Europe describes as "overcoming barriers to the flow of information and goods and people across national boundaries." It is the language most generally associated with international trade and tourism, with higher education and research, and with the electronic media. For all these reasons, it is the language for which there is strongest local demand. It is thus imperative to set the highest achievable standards of excellence for the teaching of English in Israeli schools. That is the goal of this document, which describes the new standards of Israel's national curriculum for teaching English in schools, under the supervision of the Ministry of Education Culture and Sport.

What is a national curriculum? It is a blueprint for the coursebooks, syllabuses, teaching material and lesson plans that are to be used by every teacher, according to the individual needs of their pupils. It cannot and should not be a set of instructions to all teachers in all schools instructing them as to what should be done every minute of every teaching day.

When the present curriculum was drawn up a decade ago (Ministry of Education, 1988), it was still reasonable to assume that the vast majority of Israeli pupils first encountered English language in their 5th grade classes, and that their main exposure to the language was at school. It was therefore appropriate to write a curriculum in which a major part consisted of a list of structural items (the grammar and the vocabulary) to give learners a useful basic control of the language. The circumstances today and increasingly so in the foreseeable future, however, are quite different. More and more pupils have extensive contact with English before 5th grade and outside school, through radio, television, computers, family, travel or overseas visitors. Any simple listing of items to be taught will therefore be arbitrary, overly rigid and inapplicable for this growing heterogeneity.

After extensive study of curricula used in other countries, the committee developed a new model.

Because of the changed situation and concern for functional communication, we have now taken a different approach. The comprehensive discussions that have resulted in this document began in 1994 with a two-day meeting of the English Advisory Committee. At this meeting, a list of proficiency guidelines was drafted, organized more or less according to the traditional four divisions of language proficiency: speaking, understanding speech, reading and writing. This provided an invaluable map for revisions in the Bagrut, that were published in June 1996. It also served as a starting point for the Curriculum Writing Committee, which began its work under the chairmanship of Prof. Elite Olshtain at the same time.

After extensive study of curricula used in other countries, the committee developed a new model.

This model incorporates principles recently refined by national educational systems to develop higher standards of excellence both in foreign language teaching as well as in other fields.

As a result of our studies, discussions and debates, we have adopted a framework intended to set out as clearly as possible the goals of the curriculum and the ways in which we believe these goals can be met. We have given coursebook writers, schools and teachers as much freedom as is reasonable to determine the exact methodology and the order of the curriculum, and we confidently urge them to add the creative imagination that brings the teaching of English alive.

In the latest version of the revised curriculum, we list four standards which we believe constitute the knowledge content of the English language curriculum for Israeli schools, and specify as precisely and explicitly as possible what learners of English should know. These standards for knowledge of English pertain to **social interaction, access to knowledge, presentation,** and **appreciation of culture, literature and language awareness**.

By using the term 'standards,' we recognize the need to define a body of knowledge that is the basis for quality education. The four standards provide a somewhat different classification from the four skills of listening, speaking, reading and writing, that have for many years been used to organize ideas of foreign language proficiency. The value of these four standards is that they allow us to characterize more clearly the goals and levels that we believe to be the basis of the English teaching curriculum in Israel. The first standard, **social interaction**, was first added to the curriculum about 20 years ago, in recognition that English is a language for communication. The standard is fixed for English as a foreign language, not as a daily second language. It assumes a classroom where English is taught in English, and it aims to produce graduates who can conduct conversations and informal electronic and written communication with other English speakers. The next two standards concern receptive and productive skill in formal spoken and written English. For reception, the emphasis is on use of English to gain **access to knowledge**, whether through spoken media like radio or lectures, or written media like a book or an article, or combined media, like television or computers. Here, the standard at its highest level aims to produce students who are ready for tertiary education in Israel, meeting the demands set by Israeli institutions for access to knowledge in English. For production, the standard focuses on **presentation** of information and opinions, in speech and in writing, in more formal settings. The standard for presentation is geared to English within a foreign language setting.

The definition of standards and specification of benchmarks form the core of the revised curriculum.

The fourth standard covers knowledge content that has traditionally been part of Israel's English curriculum, but is here given a new focus. The description of the standard for **appreciation of culture, literature and language awareness** recognizes first that English is no longer the sole possession of one or two nations, but is shared by a great number of first and second language speakers. It accepts the current redefinition of the canon of English literature, and leaves freedom of choice to coursebook writers and teachers on specific works to be read. It is based on the principle that a student learning a new language is well placed to learn about its grammar and how languages are structured. While teaching of practical grammar is necessarily subsumed in the first three standards, the fourth spotlights the value to all students of knowledge about the nature of language and differences between languages.

For each standard, we list a sample of **benchmarks** or indicators of progress, divided by level. These benchmarks are cumulative but not exhaustive. At each level, we assume that a learner knows the elements listed at lower levels. Noting the growing heterogeneity of pupils in Israeli schools, we have designated the three levels not by grade (except, of course, in the case of the final Bagrut level), but as stages marked by accumulation of formal school instruction. Our basic yardstick is what we can expect a normal pupil to achieve in a school setting, with an average of three to four class hours a week. In a later section, we deal with students for whom these levels need to be adjusted.

The definition of standards and specification of benchmarks form the core of the revised curriculum. It is fleshed out by an exposition of principles that we believe underlie teaching. Its third section, still being written, will stipulate which benchmarks are included in various forms of the Bagrut examination, and consider other topics such as English for native speakers, English for challenged learners, teaching English in the computer age, and assessment.

To develop this document, the committee has used a number of sources. In particular, the committee was influenced by the 'CAN-DO' notion developed some years ago by John L. D. Clark (1978), by the notional function syllabus (Wilkins, 1976) and the later Council of Europe Threshold program (van Ek,1975), by the Netherlands National Foreign Language Program (van Els, 1992), and by the US development of national standards for educational excellence, exemplified in the ESL Standards developed by the Center of Applied Linguistics for TESOL (Center for Applied Linguistics, 1997), as well as various versions of the Foreign Language Standards (National Standards in Foreign Language Education Project, 1996). These sources have been drawn on freely, sometimes for framework, sometimes as a check list, sometimes for felicitous wording of a standard or benchmark that had already been sketched out. Throughout this work, however, our guiding principle has been the need to capture and express the policy laid down by the Ministry of Education for Israeli schools, and the combined experience and wisdom of those involved in teaching English in Israel.

This draft document is now open for discussion by inspectors of English and other subjects, teacher trainers, university teachers, coursebook writers and publishers and, especially, practicing teachers. After receiving feedback and making necessary revisions, the final document will be submitted to the Ministry of Education for approval.

Members of the Writing Committee:
Prof. Bernard Spolsky, Chair
Dvora Ben Meir
Ofra Inbar
Tova Mittleman
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Judy Steiner, Chief Inspector
Jean Vermel, Coordinator

NATIVE SPEAKER FRAMEWORK

As of the beginning of the current 1997/8 academic year, the overall responsibility for native speaker programs has reverted to the English District Inspectors.

Budgetary restrictions necessitated the closure of the highly successful five-year framework within the English Inspectorate which, with minimal funding, operated three regional resource centers, offered local counseling, in- and pre-service training and published *NewScoop*. Raquelle Azran, National Counselor for Native Speakers, continues to handle pedagogic issues, such as updating the Guidelines and courseware evaluation, while assisting and advising the district inspectors.

Junior high and high schools will find enclosed in this issue of the ETJ a back copy of *NewScoop*. Although originally prepared for native speaker pupils, the Whole Language approach allows for adaptation within the EFL classroom.

The English Inspectorate thanks the members of the National Committee for Native Speakers for their devoted efforts: Randi Bluestein, Jennifer Elmaliah, Sharon Levy and Eleanor Zwebner.

PROJECT *BRIDGES* — THE SECOND YEAR

The first year of the *Bridges* project ended with news of budgetary approval for libraries for the 60 *Bridges* schools. As establishment of a print-rich environment is vital to Whole Language teaching and learning, *Bridges* counselors and teachers have been carefully selecting authentic children's story books, topic books, Big Books for Read Aloud, taped stories for weak readers, computer software, puppets and other visual aids.

Twenty *Bridges* counselors and numerous teachers worked enthusiastically together, trying out different Whole Language strategies such as literature-based thematic units, bookmaking, dialogue journals and so on. The main goals for the first year of *Bridges* were to learn about Whole Language theory, examine the relevance of this approach to EFL teaching in Israel and, very gradually, start implementing Whole Language principles and strategies in the classroom. *Bridges* teachers joyfully experimented with Read Aloud using Big Books they made themselves or with their students, tried paired reading, experimented with portfolio assessment and reveled in student writing of stories, articles for the English newspaper, illustrated story books, projects, and letter, dialogue and journal writing.

One particularly exciting experience was 6th grade classes learning English through content-based instruction, reading chapters in American history, Jewish history, geography, literature and communication studies, all in English.

During this second year of *Bridges*, more elementary schools and over 40 junior high schools will come into the project. Working toward increased implementation of Whole Language principles and strategies, teachers will engage in action research to examine more closely the impact of *Bridges* on students and teachers. Study days for English counselors interested in Whole Language and *Bridges* will be scheduled.

TEACHER TRAINING PROGRAMS

Aliyah 2000 — English Teachers in Israel

The Aliyah 2000 Project, a joint project of the Ministry of Education and the Jewish Agency to train newly arrived university graduates from English-speaking countries as English teachers, continues. This project not only encourages aliyah, but also helps solve the ongoing problem of a lack of English teachers in different areas of the country. The graduates of the second course are now teaching English in schools in areas of high national priority countrywide and discovering the terrific challenge ahead of them. The third course is midway through the teacher training program at Talpiot Teachers' Training College, and the fourth course will start at Oranim in December.

Refresher Courses for New Immigrant Teachers

This year, several courses are preparing new immigrant teachers to teach English as a foreign language in Israel. These courses give teachers the necessary tools for effective teaching of English as a foreign language in the Israeli educational system. As a result of their training and their teaching experience abroad, these teachers have much to give our pupils.

We wish all new immigrant teachers every success in their studies and their teaching!

Training The Trainers

Maxine Bennett and Simona Waxman

English department heads, supervisors and veteran teachers in the North, under the inspectorate of Judy Kemp, have taken a course on how to give workshop sessions in their own schools. They met in Nazareth on alternate Tuesdays for three hours, led by Kari Smith, Lily Orland-Belleli and Penny Ur.

The course was based on an extensive selection of readings, ranging from background theories of training to practical guidelines in counseling. Sessions included activities such as discussions of successful and unsuccessful trainer intervention and role plays advising a worried teacher.

The final two months consisted of presentations by small groups of participants to the class and its leaders. After two lessons of brainstorming how to present a case study as part of a workshop, small groups presented case studies on topics of their choice. The leaders and class then critiqued the case study presented and suggested how it could be improved.

For the second and final presentation, the culmination of the course, small groups designed and presented in-service workshops based on chosen topics. Topics chosen were creative writing, extensive reading, vocabulary building, unit projects and storytelling. Again, each group received immediate feedback.

The interaction between participants, who ranged from elementary to high school level teachers, was stimulating and this was intensified by working on the final personal projects. The combination of excellent leaders, active participants and an atmosphere of building and discovery led us through a fulfilling, inspiring and successful in-service training course.

GMUL HISHTALMUT

The *gmulim* (remuneration) awarded teachers by the Ministry for taking part in authorized *hishtalmuyot* (in-service training) now include two additional areas of activity:

Publication of an article in a professional journal:
Original articles (not translations or revisions) for which the author has received no financial benefit.

Lectures given within the framework of an international professional conference:
Teachers who have published in the English Teachers' Journal (ETJ) or other professional English language journals or have lectured at an international English language conference (including ETAI, summer 1993, and the forthcoming 1998 ETAI) should apply for the appropriate form to:

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I Do Whole Language on Fridays

Kathleen Strickland and James Strickland

More and more often the two of us, co-authors of this article, are invited to secondary schools to talk with teachers about Whole Language. A few years ago such visits were limited to elementary schools, but lately secondary administrators and teachers have indicated that Whole Language is having an impact on their students in grades 7 to 12. Occasionally, during visits to schools as part of in-service presentations or conferences, gracious teachers invite us to their classrooms to see what is happening. Not long ago, a well intentioned 9th-grade English teacher invited me to visit some Friday - "I do Whole Language on Fridays," she explained. This was not the first time we had heard Whole Language compartmentalized in this way. Unfortunately, even in elementary classrooms Whole Language is sometimes scheduled in a block, say from 1:00 until 3:00 p.m. Of course, good things are likely to happen during that time, as might happen in that Whole-Language-on-Friday-class, but such approaches convince us that there is still much confusion over the term Whole Language. What is it? How does one become a Whole Language teacher? Is it appropriate in secondary classrooms?

What's In A Name?

There are those who say Whole Language can't be defined, but a variety of definitions exist in the literature. Dorothy Watson is one who maintains that Whole Language can be defined and has revised her definition over the years. In 1989 she expressed it this way: "Whole Language is a perspective on education that is supported by beliefs about learners and learning, teachers and teaching, language and curriculum" (Watson 1989). To those who think of whole language as a methodology or a set of activities, Watson's definition seems vague. But Whole Language is a philosophy, a set of beliefs, a perspective based on a theory of language learning. When Whole Language is misunderstood or wrongly defined, it perpetuates myths and misinformation, and it sometimes leads teachers in directions which seem unclear and confusing. For this reason, we must continually try to define Whole Language through research, discussion and practice.

A couple of years ago at an NCTE conference session facilitated by Yetta Goodman and others, some in the audience raised the question as to the suitability of the term Whole Language. Audience members felt the term had outlived its usefulness since it was frequently misused and misunderstood, and the term itself carried with it significant political baggage. Indeed, Jim and I had also found ourselves using less controversial terms - *literature-based reading, student-centered learning, thematic teaching*, each a part of Whole Language but none a subsuming definition of that philosophy of teaching and learning.

Yetta Goodman replied that the term Whole Language was useful despite its problems and gives those with common beliefs and goals an identity, a way to define themselves in our profession. Granted, we don't each mean the same thing when we speak of Whole Language, but as a descriptor, it allows us to network, work with and support those who are moving in a common direction. Judith Newman similarly says:

> Whole Language is a shorthand way of referring to a set of beliefs about curriculum, not just language arts curriculum, but about everything that goes on in a classroom. ... Whole Language is a philosophical stance (1985).

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"Whole Language is clearly a lot of things to a lot of people," says Kenneth Goodman. "It is not a dogma to be narrowly practiced. It's a way of bringing together a view of language, a view of learning, and a view of people, in particular two special groups of people: teachers and kids" (1986). Barbara King-Shaver, a teacher at South Brunswick High School in New Jersey, believes that "the interaction of kids and teachers, Goodman's two special groups of people, is as crucial to learning in grade 12 as it is in grade 1" (1991). She declares that the respective roles of teacher and learner in the classroom, not the question of phonics or reading programs, are the central focus for Whole Language in secondary classrooms.

Goodman jokes that he didn't found Whole Language, it found him. Whole Language helped many teachers find each other by allowing groups such as TAWL (Teachers Attempting Whole Language), the Whole Language Umbrella and Whole Language Networking Groups to be established. It has helped us question, research, define and critique our teaching. It has helped us find each other.

So Then... What Is Whole Language?

Whole Language is, in many ways, a movement that encompasses all the other concerns that some of our colleagues dismissed as educational fads: process writing, freewriting, student-centered curricula and classrooms, writing to learn, teacher researchers, sustained silent reading. The term Whole Language did begin with the tenets of language learning and teaching - the belief that language is best learned when it remains whole; when meaning is addressed; and when language is not broken down into discrete parts. As with any term, the term Whole Language is constantly evolving.

In 1988, Constance Weaver maintained that "those who advocate a Whole Language approach emphasize the importance of approaching reading and writing by building upon the language experiences of the child". And over the past few years, discussion has focused on the whys behind these changes. Why use literature rather than programmed readers? Why set up writing workshops? Why teach spelling developmentally?

Whole Language grew out of a paradigm shift in education. Confronted by anomalies that could not be explained by behavioral psychology, educators turned to other disciplines such as anthropology, sociology, linguistics and developmental psychology. Cognitive psychologists made discoveries about how the human mind learns; developmental psychologists studied the importance of early childhood learning, development taking place between birth and the start of formal schooling. Psycholinguists found important connections between thought and language, previously taken to be the domain of philosophers. Composition researchers examined how writers compose, tracing the relationship between the spoken and the written word. Sociologists and sociolinguists probed the social aspects of learning and the influence of community on learning; similarly anthropologists studied society by entering communities and cultures for an insider's view (Strickland and Strickland, 1993).

Consequently, the paradigm in education has began to shift over the past 20 years - away from what Constance Weaver labels a "transmission" model of behaviorist-based instruction, one in which teachers are little more than "scripted technicians" who pass on a curriculum established by people outside the classroom (1990). The paradigm has moved toward a "transactional" model of teaching and learning, one in which learners actively engage with their teachers, their classmates and their environment in order to create their curriculum, a philosophy we describe as Whole Language.

The differences between the transmission and transactional models of education may be illustrated by contrasting a traditional and a Whole Language perspective, including differences in teacher's role, student's view of learning, literacy, reading and writing, skills, grouping, physical environment and evaluation (see chart, p. 15). For example, the Whole Language classroom often has what Kate Kessler (1992), a teacher at

Chambersburg High School in Pennsylvania, describes as a "sociopetal" seating arrangement where students form themselves into clusters, groupings that encourage interaction among group members. Even Kessler admits to being surprised at how the seating seemed to promote a change from students as passive receptors to active expressors.

Such discussions sharpen our understanding that this philosophy is not grade specific—it's about how human beings learn and about how we, as teachers, can support learning. We agree with Barbara King-Shaver when she says that "although Whole Language advocates have focused mainly on the elementary grades, their observations have implications for secondary classrooms as well" (1991). A Whole Language philosophy applies to all language learning - pre-K, elementary, secondary, college, post-baccalaureate and doctoral studies. Whole Language is above all a philosophy, a theory about the way language is learned, a belief system that allows us to see the world of teaching and learning in a particular way.

John Wilson Swope (1991), a former secondary teacher, believes that whole language students will bring a different perspective on education by the time they get to our secondary English classrooms. Swope says these students will be different in terms of the extensive range of reading experiences each will have. When he began teaching over 20 years ago, students in 8th or 9th grade frequently conceded that they had never read a whole book on their own. But Whole Language learners will have probably read at least a hundred books as part of their elementary experience, will be familiar with various types of literature: poems, myths, fables, stories, novels, and nonfiction, and will have already internalized evaluative criteria for recognizing and selecting good literature.

Whole Language learners will be different, from the way they arrange themselves in class to the way they think about their education. Our challenge as secondary and postsecondary teachers will be to be ready for them.

Recently, a colleague at our university, Alison McNeal, enrolled in one of my graduate courses to learn about Whole Language as part of her year-long sabbatical leave. Not long into the semester, McNeal asked, "Isn't this about so much more than language? Shouldn't it be called 'whole learning'?" Admittedly then, Whole Language is about whole learning, the whole student, authentic learning, student-centeredness, and many things that constitute our philosophy of teaching and learning. The methodologies and strategies Whole Language teachers use are influenced by the philosophy.

Barbara King-Shaver says:

> Whole Language teachers support a student-centered classroom that keeps the making of meaning at the center of the learning process. Whole Language teachers recognize that their job is to create an environment in which communication can take place, an environment in which students can use language to construct meaning, to learn. In a Whole Language classroom, the learners are active participants in their own learning. Teachers help students become active learners by giving them choices and by providing them with opportunities to use language in a variety of ways: speaking, reading, writing and listening. In a student-centered classroom the teacher's role changes. The teacher is no longer the one with all the answers, the one who, for example, must tell students everything they need to know about a novel pointing out every symbol, conflict, character trait and plot turn. Rather, the Whole Language teacher allows time and provides opportunity for students to discover these things for themselves (1991).

Whole Language isn't something one *does*; Whole Language is something one *believes* in and something that guides one's research, one's learning and one's teaching.

Becoming A Whole Language Teacher

Most of us in the profession were traditionally prepared for teaching, and the transformation to Whole Language has been something that has taken hard work, thought, reading and learning.

Many secondary teachers are changing their teaching strategies as their thinking shifts from a behaviorist paradigm to a transactional paradigm, much the way elementary teacher Regie Routman (1988) reported in *Transitions: From Literature to Literacy*. Such transitions are not easy; Constance Weaver writes that she is always "in the process of becoming a Whole Language teacher" (1994) and this process is different depending on how much one has read, how much one has networked, and the opportunities one has had to study and discuss. All of us are developing as Whole Language teachers, in the way our students are developing as learners - as best fits our culture, needs, interests, etc.

Is it easy to move toward Whole Language? Thousands of teachers are doing so, though we don't think anyone would claim that it's easy. Good teachers are always changing, looking for answers, moving forward. Some teachers are under the impression that they must have all the answers before they can become Whole Language teachers. That's why we have to be patient with teachers who "do Whole Language on Fridays." They are in the process of 'becoming' - they're taking risks, moving forward and trying new things.

Many teachers like Joy Marks Gray, a teacher at the Gilmour Academy in Ohio, wonder, "How did I get to be this kind of teacher? How did I change from the teacher-centered, teacher-controlling, writing-as-finished-product, literary-analysis-only-assigning English teacher of 17 years ago to who I am today?" (1994). How do these teachers go from being dispensers of knowledge, the ones who know what students need to know, to the teachers who see their job as enablers, those who help students formulate questions and discover information while interacting with the material and with each other?

Pamela Kissel, a teacher at Fayette-Manlius High School in New York, says she gradually realized that she had "grown disinterested in the material [she] had developed on the books [she] had taught in the past." She continues:

> In retrospect, I realized that I stopped giving unit tests on books altogether. My lesson plans no longer included a series of questions developed about what I thought was essential to the reading assigned in the text the night before. Instead my plans became more and more focused on the process of how students would share their own questions or ideas about the reading they had done for homework (1991).

Ultimately, Whole Language involves a conversion, a transformation of the way we view ourselves, our students, and what we are all about. Thus, teachers cannot wait for smooth transitional programs bridging the gap between traditional approaches and a Whole Language philosophy. To expect one would be somewhat like asking a trapeze artist to look for a smooth transition from one bar to the next. It doesn't work. At some point you have to let go of the bar and fly. As Howard Kerewsky, Director of Middle Schools in Howard Country, Maryland, puts it:

> The bottom line is, you cannot get to trapeze B without letting go of trapeze A. That is a transformation, not a transition. ... When you let go of trapeze A it is going to be hard, whether you do it next week or next year. You have to let go (quoted in Tsujimoto, 1991).

And should they fall, Whole Language provides a net to catch them (a network of colleagues, support groups, professional organizations like NCTE, professional journals, courses, workshops), so that they can climb back up the ladder and risk again.

Secondary Teachers And Whole Language
Secondary teachers have found Whole Language in different ways. Amy Walker, a special education teacher in Pennsylvania, came to a six-week workshop that I conducted a few years ago because she was interested in the workshop's promise to address Whole Language in secondary classrooms. Walker told me that much of what she had been taught in her special education/elementary education training had concentrated on getting the students to stay in their seats and complete workbooks and dittos that, according to testing, should help

remediate them. Early in her career, Walker intuitively discovered that such approaches did little to help students learn, so she began using other techniques, such as reading aloud to her students, talking about books, and encouraging them to write about what they had read. She knew that her approach, simple as it sounded, was making a difference for her students, but she was unsure why.

Walker was skeptical when she began the workshop, but as the weeks went by, she started putting the pieces together. The workshop gave her a research base for some of the techniques she was using in her classroom, and she gained the courage she needed to go further once she understood the *whys* of such instruction. She was facing what amounted to a shift in paradigms - belief systems - and she was beginning to reexamine much of what she had been taught about teaching and learning.

When we discussed research by Kenneth Goodman (1986, 1987), Louise Rosenblatt (1978), Robert Probst (1992) and Frank Smith (1988), Walker began to see why reading literature aloud to her students, giving students choice and providing opportunities for individual response not only made a difference in her students' attitudes toward literacy, but actually began to improve their reading. When we discussed using a thematic approach to instruction to make learning more purposeful (Pappas, Kiefer, and Levstik 1990), Walker started to realize that her content *units* were successful because they progressed according to the needs and interests of her students.

One evening as we traded stories of successes and disappointments in our classrooms, Walker shared her discovery of the power that books could have in her students' lives. She told us of one student, Blake, who was an unusual student, even in a class of emotionally disturbed adolescents: he was a walking demolition man, destroying everything he touched. If he were given a new pair of pants, he ripped them. If he were given a game, he broke it. School books, notebooks, pens all looked as if they'd been recovered from a disaster site. Counseling and therapy didn't help; he treated everything with disdain. During the course of the workshop, Walker gave him a copy of the S.E. Hinton novel, *The Outsiders*. For weeks, Blake carried that book around with him, and it remained in perfect condition, though it was obviously being read. Finally Walker couldn't stand it any longer and asked the obvious, "Blake, how come nothing's happened to the book?" He looked at her and simply answered, "No one ever gave me anything that was worth anything before" (Strickland, 1995).

Following the workshop's six sessions, Walker invited me to her classroom, and I was impressed with her dedication and her progress. Most importantly, she realized that this was just a beginning. She now conducts Whole Language workshops herself, and she has been an example to other special education teachers interested in Whole Language.

For other teachers, the transition to Whole Language is an epiphany. At a Whole Language networking meeting a few years ago, I spoke with Bob Dandoy, a teacher at Karns City High School, who described to me what changed his thinking. Dandoy said he was at a point in his career where he was approaching a complete burnout. He was foundering, unsatisfied with his teaching but unsure of what to do. He taught Warriner's from cover to cover, but his students weren't learning. As a result, he pushed his grammar exercises and worksheets even harder. He was unhappy, discouraged, and in his own eyes, an ineffective teacher. Rather than leave the profession, he asked for a sabbatical to rest and regroup. He enrolled in a graduate course in the teaching of writing at a nearby state university, a life-changing experience for him.

Reading research and discussing theory in practice was for Bob Dandoy a "parting of the clouds to let in rays of sunshine. ... It makes sense; it's the missing element in my teaching." When Dandoy returned to the classroom after that semester, he felt excited once again about teaching and began experimenting in his classes with what he had learned. He became a risk-taker, and while the change to becoming a Whole Language teacher wasn't easy, it was exhilarating. One thing led to another, and Bob Dandoy realized what Amy

Walker, Alison McNeal, Kate Kessler and Barbara King-Shaver had: Whole Language is about all facets of teaching and learning. He continues to grow and learn through university coursework, networking with other professionals, membership and work in NCTE and learning from his students. Dandoy also invites others to participate with his students in his classroom, so they can see that "Whole Language does work in secondary classrooms."

Whole Language In Secondary Schools

Although we don't believe one can "do Whole Language on Fridays," we understand how a teacher can make such a statement. The politics and organization of our schools constrain how we construct our curriculum and how we teach. Carolyn Tucker, a teacher in Dixon, Kentucky, remembers her frustration:

> When I became an English teacher, I was determined to make what I taught meaningful enough to my students that they would remember what they learned. ... But, regardless of how diligent my efforts, (my) classroom changed more in response to other elements than to my desire. ... I was expected to cover reading skills, composition, editing, vocabulary, spelling, research, grammar and creative expression. I was expected to follow a sequence our system designed several years earlier, a document supposedly pulling various state and county guidelines together into one all-encompassing sequence for education K-12, controlling daily lesson plans so that on any given day of the year (give or take a week) all teachers would be teaching the same thing to all county students (1991).

The problem secondary teachers interested in Whole Language face is trying to find ways to fit Whole Language into a pre-existing structure of curriculum and schedule and tradition.

Secondary schools are built on tradition. For years, these grades have put an emphasis on the curriculum, a program of study which would supposedly prepare students for life, or at least for college. Such tradition has led many to believe that there actually is a body of knowledge which we can transmit to all teenagers in the United States and that it will be appropriate because it has been in the past. We commonly hear terms such as *cultural literacy* and *national standards* that try to persuade us that programmed learning is democratic - that it meets all our students' needs. But teachers know better. In this information age in which we live, there is no longer a body of knowledge. The possibilities for research and discovery are almost limitless, yet traditional teaching limits students to a prescribed program of learning. What Whole Language teachers are trying to do is to facilitate learning, to set up environments and opportunities for students to question, to read and write for real purposes, and to research answers to their questions. In order to do this, it is more important to give students the tools and the opportunities to develop as thinkers, as problem solvers, than to transmit a small body of knowledge.

A Pro-Choice Curriculum

Whole Language requires trusting students and adopting a pro-choice curriculum, as Carol Jago, a teacher at Santa Monica High School, calls it. She says:

> Student empowerment is a term often bandied about ... but I doubt that many teachers know what it looks like. The structure of most classrooms is authoritarian. The teacher has the power, and students must get with the program. The teacher sets the curriculum, and students read the texts. This unexamined contract incites unrest and even rebellion in teenagers; they resent being told what to do on principle (1993).

Jago believes in letting students choose the books they read and letting them write their own essay prompts, basing their grades upon their own self-assessment. Jago continues:

> Take poetry for example: As things stand, students almost never see poems the way they exist in the real world - either in readings by the author or in slim published volumes. I think this is a mistake and one reason why students think they hate poetry. Students should choose the poems they read, not just from an anthology (where an editor

> has already done the choosing) but from the actual books poets publish. Another reason why students think they hate poetry is that, under the current system, students only get to read the poems that English teachers like. Clearly ours is an acquired taste and one not naturally suited to 15-year-olds weaned on rap. I believe it is time for a pro-choice curriculum, one where students have a chance to do the choosing.
>
> I begin my pro-choice poetry curriculum by filling the classroom with books of poetry, putting out everything from cowboy poems to Christina Rossetti. I borrow and beg, checking out entire shelves of poetry in the school library and then raiding local public libraries. I ask students to browse and read as their fancy takes them and then choose one poem to share with the whole class. They must read their poems aloud and briefly tell us why they chose their poems. Students gravitate to contemporary poets. They respond to the anger and the strong language. These are the books they ask to take home and the verses they copy out for their girlfriends and boyfriends. Some spend hours finding just the right poem; others choose to amuse or shock (1993).

Using Adolescent Interests

Eileen Oliver, a former high school teacher now at Washington State University, is convinced that adolescent interests have more to do with age than intelligence. That is, teens are interested in adolescent issues no matter how the objective tests label their abilities, So she gives them choices in her literature class. She begins by talking about various contemporary writers and readers and eliminating 'the correct answer' approach that some of her students believe is the key to reading. She forms the students into 'reading groups' that come together much the way people form 'book clubs' to discuss the literature they've read. Her students discuss the literature they read in a constructive way. They read their books, come to class to discuss their views, and listen to the views of others. Sometimes they argue; sometimes they disagree. Her secret is letting students behave like real readers (1993). Joy Marks Gray even lets her students write the questions for their exams (1992). Kate Kessler says that her pro-choice classroom was a shock to her students and something new to her. Sharing power with students showed her that traditional evaluation went only one way: from the top down, from superior to inferior. Once she discovered that students are quite capable of evaluating their own learning experience and providing feedback, she was free to become a better teacher (1992).

Pamela Kissel says that:

> As [my] students began to take more responsibility for thinking about the literature they were reading in my classroom, they also became empowered to write about their own ideas in new ways. Think-piece writing activities led quite easily into creative and fiction writing opportunities. Students who can think for themselves can also write for themselves.
>
> When students learn to work in pairs and in small groups, they begin to see each other as potent sources of information. I think they begin to appreciate themselves and each other as meaning makers. They look to the teacher as the person who can help ask helpful questions. And as students become confident as readers, writers and thinkers, they also grow more anxious to "show off" the ideas they have developed to the teacher and to each other. In such settings, teaching and learning are truly fun and exciting (1991).

Conclusion

Clearly, the road to becoming a Whole Language teacher is not the same for every one. You don't become a Whole Language teacher after one or two in-service days, or reading an article or buying a certain literature series. You become a Whole Language teacher by listening to your students, reading what others in the field are finding, enrolling in courses and assessing your daily teaching. You learn by taking risks, by believing in your students' abilities and understanding, and by networking with other professionals. Whole Language teachers are involved - involved in teaching, involved in professional organizations, involved in support groups and involved in learning. Whole Language isn't something you *do*, it's something you *believe in* and something that drives your teaching and learning.

CONTRASTING MODELS OF EDUCATION

Transmission Philosophy Traditional Classroom		Transactional Philosophy Whole Language Classroom
1. Based on the behaviorist model-stimulus/response learning of behavioral psychology.	Basis of Philosophy	1. Based on the cognitive/social model - based on research in developmental psychology, linguistics, sociology, anthropology.
2. Teachers are dispensers of knowledge. Teachers lecture and give the impression that there is one correct answer or interpretation - the teacher's.	Teacher-role	2. Teachers are facilitators. Teachers demonstrate what it means to be a reader and a writer by reading and writing in and out of the classroom and by sharing literacy experiences with students.
3. Students strive for 'right' answers and see success and learning as high grades and SAT scores.	Students' View of Learning	3. Students are risk-takers. They see learning as an exciting opportunity for open-ended response and critical thinking.
4. Literacy is a product of a prescribed curriculum. Emphasis is on skills such as vocabulary, spelling and grammar that must be mastered before students can effectively read and/or write. Cultural literacy is the goal.	Literacy	4. Literacy is taught in a meaningful context. There is an emphasis on meaning and 'making sense' in oral and written communication. Students' schemas help to connect to new experiences.
5. Reading and writing take place in the English classroom only. Reading is textual analysis, and writing is product centered. Teacher chooses reading selections and writing topics.	Reading and Writing	5. Students read and write every day. Students have opportunity to choose what they read and write about and choose from a variety of literature written by adult and student authors.
6. Part to whole language learning; spelling and vocabulary lists and tests; grammar exercises.	Skills	6. Whole to part language learning; skills are taught in the context of language.
7. Students work independently; often classes are grouped homogeneously.	Grouping	7. Students work cooperatively in groups that are formed for many reasons, including shared interests.
8. Desks in rows, texts are basis of curriculum. Teacher lecturing in front of room, bulletin boards empty or decorated with school schedule and fire drill rules. Students take notes, respond when called on.	Physical Environment	8. Environment is designed to promote literacy development. Variety of language materials are readily available for student use and student work in progress is displayed. Classroom becomes a clustering of literature and writing groups where peer groups of individuals work and teachers conference.
9. Teachers evaluate primarily by grading products or by giving tests. These tools focus on what students do not know. A successful teacher hopes for a bell curve.	Evaluation	9. Teachers are 'kid watchers,' evaluating and assessing student progress based on observation, focusing on what students can do.

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The comprehension hypothesis: recent evidence

Stephen Krashen

Evidence for the Input Hypothesis remains very strong. The Input Hypothesis is the hypothesis that we acquire language by understanding it. More precisely, comprehension is a necessary, but not a sufficient condition for language acquisition. Other conditions must be met: an open attitude, or low affective filter, and the presence in the input of aspects of language that the acquirer has not yet acquired but is developmentally ready to acquire ("i+1").

The Input Hypothesis or, more correctly, the Comprehension Hypothesis, does not originate with me. It was stated for literacy development by Frank Smith and Kenneth Goodman, and in foreign language education by James Asher, Harris Winitz and Leonard Newmark about 10 years before I published anything about it.

In this paper I survey some of the work published in the past few years that deals with the Comprehension Hypothesis. This work is from several areas: literacy development, second language acquisition and foreign language acquisition and it confirms Goodman's claim that the development of language and literacy operate in much the same way.

Method Comparisons: Comprehensible Input versus Skill-Building (EFL)

Nikolov and Krashen (1997) was a comparison of grammatical accuracy and fluency in two EFL classes in Pecs, Hungary, followed over seven years. The experimental class had a story-based syllabus and a focus on content, with no formal grammar instruction and no focus on form until grade 8, the last year of the study. The comparison group followed a structural syllabus, with explicit rules, drills and exercises. An analysis was done of accuracy and fluency in an interview situation in which students were asked to talk about themselves, describe a person they knew, a book they had read or a film they had seen.

An analysis of nine grammatical morphemes in obligatory occasions showed that the experimental group was more fluent (3,366 obligatory occasions produced, compared with 2,742), and was slightly more accurate (87% correct, compared with 82%). The experimental group was more accurate on five of the nine items and there was no difference on two. These results confirm that comprehensible input can produce both accuracy and fluency. In addition, after the study was complete, Nikolov maintained contact with students: 13 of the 15 in the story-based class passed a form-focused proficiency examination in English at university level, and four are now English majors. The results are quite consistent with previous comparisons of comprehensible input-based and traditional classes (Krashen, 1994a).

Reported Free Reading

Studies in both second and foreign language confirm that those who read more do better on a wide variety of tests.

Foreign Language

Stokes, Krashen and Kartchner (forthcoming) tested students of Spanish as a foreign language in the United States on their knowledge of the subjunctive on a test that attempted to probe acquired competence. In the results presented below, only subjects who were not aware that the subjunctive was the focus of the test were included. Formal study was not a predictor of subjunctive competence, nor was length of residence in a Spanish-speaking country. Stokes et al. also asked subjects about the quality of their instruction specifically in the subjunctive. This variable also failed to predict performance on the subjunctive test. The amount of free reading in Spanish, however, was a clear predictor (Table 1).

Table 1. Predictors of performance on the subjunctive in Spanish

predictor	beta	t	p
formal study	.0518	.36	.718
length of residence	.0505	.35	.726
amount of reading	.3222	2.19	.034
subjunctive study	.0454	.31	.757
r2 = .12, p = .128			

Second Language

Y.O. Lee, Krashen and Gribbons (1996) reported that for international students in the United States, the amount of free reading reported (number of years subjects read newspapers, news magazines, popular magazines, fiction and non-fiction) was a significant predictor of the ability to translate and judge the grammaticality of complex grammatical constructions in English (restrictive relative clauses). The amount of formal study and length of residence in the US were not significant predictors. Results for the grammaticality judgment task are presented in Table 2 (translation results were similar).

Table 2. Grammaticality judgment test (simultaneous regression)

predictor	beta	t	p
amount of reading	.516	3.98	.0002
formal study	.072	.57	.568
length of residence	.052	.40	.690
r2 = .29, p < .05			

from: Y.O. Lee, Gribbons and Krashen (1996)

Constantino, S.Y. Lee, Cho and Krashen (in press) reported that the amount of free reading international students living in the US said they did before taking the TOEFL was an excellent predictor of their score on this examination (Table 3). In this study, formal study and length of residence were also significant (and independent) predictors.

Table 3. Predictors of performance on the TOEFL test (simultaneous regression)

predictor	beta	t	p
free reading/books	.41	3.422	.002
English study/home	.48	3.726	.001
length of residence/US	.42	3.243	.003
r2 = .45			

from: Constantino, S.Y. Lee, Cho and Krashen (in press)

Case Histories

Segal (1997) describes L., a 17-year-old 11th grade student in Israel. L. speaks English at home with her parents, who are from South Africa, but has serious problems in English writing, especially in spelling, vocabulary and writing style. Segal, L.'s teacher in grade 10, tried a variety of approaches:

> Error correction proved a total failure. L. tried correcting her own mistakes, tried process writing and tried just copying words correctly in her notebook. Nothing worked. L.'s compositions were poorly expressed and her vocabulary was weak. We conferenced together over format and discussed ideas before writing. We made little progress. I gave L. a list of five useful words to spell each week for six weeks and tested her in an unthreatening way during recess. L. performed well in the tests in the beginning, but by the end of six weeks she reverted to misspelling the words she had previously spelt correctly. In addition, L.'s mother got her a private tutor, but there was little improvement.

Segal also taught L. in grade 11. At the beginning of the year, she assigned an essay:

> When I came to L.'s composition I stopped still. Before me was an almost perfect essay. There were no spelling mistakes. The paragraphs were clearly marked. Her ideas were well put and she made good sense. Her vocabulary had improved. I was amazed but at the same time uneasy ...

Segal discovered the reason for L.'s improvement: She had become a reader over the summer. L. told her, "I never read much before but this summer I went to the library and I started reading and I just couldn't stop." L.'s performance in grade 11 in English was consistently excellent and her reading habit has continued.

Cohen (1997) attended an English-language medium school in her native Turkey, beginning at age 12. The first two years were devoted to intensive English study, and Cohen reports that after only two months, she started to read

> as many books in English as I could get hold of. I had a rich, ready-made library of English books at home ... I became a member of the local British Council's library and occasionally purchased English books in bookstores ... By the first year of middle school I had become an avid reader of English.

Her reading, however, led to an "unpleasant incident" in middle school:

> I had a new English teacher who assigned us two compositions for homework. She returned them to me ungraded, furious. She wanted to know who had helped me write them. They were my personal work. I had not even used the dictionary. She would not believe me. She pointed at a few underlined sentences and some vocabulary and asked me how I knew them; they were well beyond the level of the class. I had not even participated much in class. I was devastated. There and then and many years later, I could not explain how I knew them. I just did.

In-School Free Reading (EFL)

Our progress in in-school free reading in the last few years comes from EFL studies done in several different countries.

In Elley and Mangubhai (1983), 4th and 5th grade students of English as a foreign language were divided into three groups for their 30-minute daily English class. One group had traditional audio-lingual method instruction, a second did only free reading, while a third did "shared reading." Shared reading

> ... is a method of sharing a good book with a class, several times, in such a way that the students are read to by the teacher, as in a bedtime story. They then talk about the book, they read it together, they act out the story, they draw parts of it and write their own caption, they rewrite the story with different characters or events ... (Elley, in press).

After two years, the free reading group and the shared reading group were far superior to the traditional group in tests of reading comprehension, writing and grammar. Similar results were obtained by Elley (1991) in a large-scale study of second-language acquirers, ages six through nine, in Singapore.

Elley's recent data (Elley, in press) come from South Africa and Sri Lanka. In all cases, children who were encouraged to read for pleasure outperformed traditionally taught students on standardized tests of reading comprehension and other measures of literacy. Table 4 presents the data from different provinces in South Africa. In this study, EFL students who lived in print-poor environments were given access to sets of 60 high-interest books, which were placed in classrooms, with another 60 made available in sets of six identical titles. The books were used for read-alouds by the teacher, shared reading and silent reading. In every case the readers outperformed those in comparison classes, and the gap widened with each year of reading.

Mason (Mason and Krashen, 1997) developed a version of sustained silent reading for university EFL students in Japan, termed "extensive reading," in which students do self-selected reading of pedagogical readers as well as easy authentic reading. In contrast with sustained silent reading, a minimal amount of accountability is required:

Table 4. In-school reading in South Africa

Reading Test Scores						
Province	Std 3		Std 4		Std 5	
	READ	NON-READ	READ	NON-READ	READ	NON-READ
Eastern Cape	32.5	25.6	44.0	32.5	58.1	39.0
Western Cape	36.2	30.2	40.4	34.3	53.0	40.4
Free State	32.3	30.1	44.3	37.1	47.2	40.5
Natal	39.5	28.3	47.0	32.3	63.1	35.1
Percent of Written Sentences Rated as Fluent						
Eastern Cape	18.8	6.3	27.5	8.1	42.4	14.6
Western Cape	16.6	1.7	22.4	12.5	32.4	14.7
Free State	11.3	1.6	17.3	5.9	21.0	11.5
Natal	22.9	5.6	36.7	9.9	44.7	9.9
Total	16.4	3.7	24.5	9.1	34.9	12.5

from: Elley (in press)

Table 5 presents the details of the three studies, in the form of effect sizes comparing the extensive readers and the traditionally-taught students.

Table 5. Extensive reading compared with traditional methods of teaching EFL

Study	Subjects	Duration	Measure	Results	Effect Size
1	4 year college	1 semester	cloze test	ER > Trad.	.702
2a	4 year college	1 year	cloze test	ER > Trad.	1.11
2b	2 year college	1 year	cloze test	ER > Trad.	1.47
3	4 year college	1 year			
	(a) wrote response		cloze test	ER = Cloze[a]	.244
	in Japanese		RC	ER > Cloze[a]	.609
	(b) wrote response		cloze test	ER > Cloze[a]	.630
	in English		RC	ER > Cloze[a]	.480

RC = reading comprehension; ER = extensive reading

a: Cloze = traditional instruction with emphasis on cloze exercises

Effect size calculation = (mean of ER group - mean of traditional)/pooled standard dev.

from: Mason and Krashen (1997)

for example, a short summary of what was read. In three separate studies, Mason found that extensive readers made greater gains than comparison students who participated in traditional form-based EFL classes.

Light Reading as a Bridge

Of course, a great deal of free reading will be 'light reading.' Research by Hayes and Ahrens (1988) supports the idea that lighter reading can prepare readers for heavier reading. According to their findings, it is highly unlikely that much educated vocabulary comes from conversation or television. Hayes and Ahrens found that the frequency of less-common words in ordinary conversation, whether adult-to-child or adult-to-adult, was much lower than in even the 'lightest' reading. About 95 percent of the words used in conversation and television are from the most frequent 5,000. Printed texts include far more uncommon words, leading Hayes and Ahrens to the conclusion that the development of lexical knowledge beyond basic words "requires literacy and extensive reading across a broad range of subjects" (p. 409). Table 6 presents some of their data, including two of the three measures they used for word frequency. Note that light reading (comics, novels, other adult books and magazines), although somewhat closer to conversation, occupies a position between conversation and abstracts of scientific papers.

Some Innovations

Handcrafted Books

A problem with free reading in the second and foreign language situations is that it is hard to find texts that are both interesting and comprehensible. The beginning foreign language student will find authentic texts too difficult.

There are two solutions to this problem. One is simply to find the best pedagogic readers and make them available for free voluntary reading. A second is a recent innovation called *Handcrafted Books* (Dupuy and McQuillan, 1997). Handcrafted Books are written by intermediate and advanced second and foreign language students, corrected by the teacher, and then read by beginners. Writers are instructed not to look up words while writing; if intermediate students don't know a word, the chances are good that beginners won't know it either. Handcrafted Books thus have a good chance of being interesting and comprehensible; they are written by peers who are slightly more advanced than the readers.

Beatrice Dupuy, the inventor of Handcrafted Books, is a professor of French; she reports that she now has a collection of 400 student-written (and often student-illustrated) Handcrafted Books written by her French 3 students for her French 1 students.

Table 6. Common and uncommon words in speech and writing

	frequent words	rare words
Adults talking to children	95.6	9.9
Adults talking to adults (college grads)	93.9	17.3
Prime-time TV: adult	94.0	22.7
Children's books	92.3	30.9
Comic books	88.6	53.5
Books	88.4	52.7
Popular magazines	85.0	65.7
Newspapers	84.3	68.3
Abstracts of scientific papers	70.3	128.2

frequent words = percentage of text from most frequent 1,000 words
rare words = number of rare words (not in most common 10,000) per 1,000 tokens
from: Hayes and Ahrens (1988).

Sheltered Popular Literature

A very useful adjunct to sustained silent reading is a class on popular literature. Even foreign language students who are well-read in their first language may not be aware of the options for pleasure reading in the second language. Sheltered popular literature exposes students to the different kinds of light but authentic reading available, moving from comics and magazines to novels. Such a course is taught as literature - that is, with discussion of the values expressed in the reading as well as the insights they provide on the culture (for suggestions, see Dupuy, Tse and Cook, 1996). Our hope is that such a course will help students discover one or more kinds of light reading they would like to do on their own.

If students become enthusiastic readers of any type of reading, they will progress enormously; better readers are typically 'series' readers (Lamme, 1974; see also Cho and Krashen, 1994) - readers of *Nancy Drew, The Black Stallion, John R. Tunis, Sweet Valley High, Goosebumps, Fear Street* and others. Reading narrowly builds language and literacy competence rapidly, thanks to the familiar context and resulting high level of comprehensibility. In addition, acquisition of any written style should facilitate comprehension of any other; while there are differences among different types of prose, there is also substantial overlap; someone who can read light fiction easily has acquired much of what is needed to read academic prose.

Some Issues

Rewards?

> Asked about the likely results of Pizza Hut's popular food-for-reading program, educational psychologist John Nichols replied, only half in jest, that it would probably produce 'a lot of fat kids who don't like to read' (Kohn, 1993, p. 73).

While many free reading programs use rewards and prizes, McQuillan (1997) concluded that none of the studies on incentives show any clearly positive effect on reading that can be attributed solely to the use of rewards. There is, in fact, reason to suspect that the use of rewards can backfire. As Kohn (1993) notes,

> Consider the popular program that offers free pizza to children for reading a certain number of books. If you were a participant in this program, what sort of books would you be likely to select? Probably short, simple ones ... (p. 65).

Will they read?

If we do not provide incentives, will they read? Two recent studies and several older studies suggest that if books are available, children will read them. Von Sprecken and Krashen (forthcoming) observed 11 middle school classes during sustained silent reading time, during the middle of the school year: more children tended to be reading in classes in which more books were provided, in which the teacher was reading and when the teacher made efforts to promote certain books, but overall 90 percent of the children were reading.

In Ramos and Krashen (in press), 2nd and 3rd grade children who came from print-poor environments and who attended a school with a poor school library were taken to the public library monthly, during school time but before the library was open to the public. This allowed the children to explore the library, share books and not be constrained by the need to remain quiet. Each child was allowed to take out 10 books, which suddenly produced a substantial classroom library for use during sustained silent reading time and for reading at home. Three weeks after the first visit to the library, both children and parents were surveyed. It was clear that the children enjoyed their visit; most reported reading more, that reading was easier and that they wanted to return to the library. Parents' responses were consistent with the children's responses and tended to show even more enthusiasm.

Of course, the implication of this study is not simply to use the public library. The solution must come from school. The school involved in this study was lucky to have a cooperative, well-supplied public library close by. Others are not so lucky.

Several studies confirm that those who participate in SSR show more interest in reading later (Pfau, 1967; Pilgreen and Krashen, 1995). The most spectacular is Greaney and Clarke (1973): 6th grade boys who participated in an in-school free reading program for eight and a half months not only did more leisure reading while they were in the program, but were also still reading more than comparison students six years later.

Reading itself seems to be the best incentive.

Will they read only junk?
Even if they do read, there is the fear that "if children are left to 'do their own thing,' there is no guarantee that they will push themselves ahead to progress as readers and writers" (Stahl, McKenna and Pagnucco, 1994, p. 182). Free reading, however, is not always easy reading. Several studies show that the books children select on their own are more difficult than the reading material assigned by teachers (Krashen, 1993). In addition, if what teachers consider 'good' reading is more challenging reading, there is evidence that "voluminous reading actually fosters the tendency to do better reading" (Schoonover, 1938, p. 117). In Schoonover's study, most of the reading done by high school students who had participated in a six-year free reading program were books that experts had classified as "good reading."

Ujiie and Krashen (1996) provide evidence that light reading serves as a conduit to heavier reading. They reported that boys who were heavy comic book readers in grade seven were more likely to enjoy reading in general, read more and read more books than boys who read fewer comic books or none at all.

The Big Issue: Access
There is abundant evidence that more access to books means more reading (Krashen, 1993), as well as evidence, reviewed here and elsewhere (Krashen, 1993), that more reading means more literacy and language development. It follows then that providing access is the first and most important step in encouraging literacy and language development. Studies also show that children read more when they have a quiet, comfortable place to read (Krashen, 1993). One place where these conditions (access and comfort and quiet) are met is the school library.

Libraries
Two kinds of evidence confirm the importance of the school library. First, children get a substantial percentage of their reading material from libraries. Table 7 presents data from a variety of studies, and shows that children clearly use libraries. When asked where they get their books to read, the range of children mentioning some kind of library is from 30 to 97 percent.

Table 7: Sources of books for 11-year-old children

study	percent who said they got their books from libraries
Gaver, 1963	30% to 60%
Lamme, 1976	81%
Ingham, 1978	72% to 97%
Swanton, 1984	70%
Doig and Blackmore, 1995	school library = 63% classroom library = 25% public library = 57%

A second kind of evidence is a series of recent studies showing that better libraries are related to better reading, as measured by standardized tests.

Lance, Welborn and Hamilton-Pennell (1993) found that money invested in the school library resulted in better library collections, which in turn resulted in superior reading achievement scores among elementary schools in Colorado. Lance controlled for a number of other factors, including the number of at-risk students at the school, which had a negative impact on reading achievement.

Krashen (1995) made an analysis of the predictors of the NAEP reading comprehension test given in 41 states in the United States. Among the best predictors of the performance was the number of books per student in the school library.

McQuillan (1996) uses a path analysis of a wide variety of factors relating to NAEP 4th grade reading scores in 41 states plus the District of Columbia. McQuillan reported a clear negative relationship between poverty and print at home, and a positive relationship between print at home and the amount of reading children did. He also found that better school and public libraries were related to greater library use, which in turn was related to more free reading. And more free reading was related to better scores on the NAEP.

Elley (1992) reported the results of a survey of reading achievement in 32 countries and found that the quality of a country's school libraries was a significant predictor of its rank in reading. Not surprisingly, Elley reported that children in more economically developed countries read much better than those in less economically developed countries. This is, most likely, because children in wealthier countries have more access to print. Of special interest to us, however, Elley also found that children in the less wealthy countries with the best school libraries made up a large percentage of the gap (Table 8). The school library can make a profound difference.

How the print-rich get richer

Recent research confirms what Feitelson and others showed a decade ago: the difference between print environments in different areas is amazing. The average child in Beverly Hills has more age-appropriate books in his or her home than the average child in Watts and Compton has in his or her classroom library (Table 9)! Privileged children also have far better school libraries, public libraries (see Table 10, a comparison between Beverly Hills and working class Santa Fe Springs) and have more access to book stores.

There is also evidence that the disparity extends to library services (Table 11). Students in high-achieving schools in affluent areas are able to visit the school library more frequently, both independently and as a class, and are more likely to be allowed to take books home.

School is clearly not closing the gap, it is making things worse.

We cannot assume that our students have access to books. If we are at all serious about English language development, we need excellent libraries.

Table 8: Mean achievement by school library size: 14-year-olds

	lowest quarter	2nd	3rd	highest quarter
wealthy countries	521	525	536	535
less wealthy countries	445	452	454	474

(mean = 500)
from: Elley (1992)

Table 9: Print environment in three communities

Number of books in:	home	class libraries	school libraries	public libraries	bookstores
Beverly Hills	199.0	392	60,000	200,600	5
Watts	.4	54	23,000	110,000	0
Compton	2.7	47	16,000	90,000	1

from: Smith, Constantino, and Krashen (1996)

Table 10: Public libraries in two communities (Di Loreto and Tse, forthcoming)

number of:	books	children's mags	programs	staff (children's section)	pop
Beverly Hills	60,000	30	12	14	32,000
Santa Fe Springs	13,000	20	3	0	16,000

Children's magazines in SF Springs are not kept in children's section of library.

Table 11: Print access in urban and suburban schools

	1 visit per week to school library	independent visits	takes books home
High achieving (urban) n = 15	100%	87%	73%
High achieving (suburban) n = 8	100%	86%	100%
Low achieving (urban) n = 15	60%	53%	47%

from: LeMoine, Brandlin, O'Brian and McQuillan (1996)

Money for Libraries: Who is Paying Now?
Allington et al. reported that in their survey of schools in New York State, "classrooms with the largest collections of trade books were those where teachers reported they purchased most of the books" (pp. 23-24).

A great many teachers supply their students with books from their own funds. Teachers who do this are in an impossible ethical dilemma; if they do not buy books for their students, there is nothing to read. If they do, and students progress in literacy, the basal series and unused software gets the credit. There is only one solution to this intolerable situation: a much greater investment by the school in books.

The money is there. A fraction of the investment we are willing to make for technology will provide access to good reading material for all children. (The potential for computers in schools is high, but there is no convincing evidence that computers have ever helped anyone learn to read (Krashen, 1996). A fraction of the investment we regularly make in testing will also provide access to good reading material for all children. Weighing the animal more precisely and more frequently will not help it grow faster - it needs to be fed.

Some Advice from Jim Trelease
Jim Trelease, the author of *The Read-Aloud Handbook*, has what I consider to be a spectacular idea for encouraging reading: noting that eating and reading go very well together, Trelease suggests that we not only allow children to eat and drink in the school library, we actually should encourage it (Trelease and Krashen, 1996).

Of course, if we expand our libraries, allow more books to be taken out and allow food and drink in, this means much more work for the librarian. Librarians are now indirectly encouraged to restrict use of the library - more circulation means more work. This must change. We must reward our librarians for greater use and circulation, and give them the necessary support to expand library services and make the library a welcoming place to visit.

Direct Teaching of Grammar and Correction

Direct Instruction in Grammar

Direct instruction in grammar has been a consistent loser in method comparison studies, and recent attempts to show that grammar instruction has an important effect are consistent with these results.

Even a very heavy emphasis on grammar with mature and experienced students has little effect. Leeman, Aregagoitia, Fridman and Doughty (1995) asked sixth-semester university-level Spanish students in a 'focus on form' condition to read passages with target verb forms (preterit and imperfect) underlined and highlighted, with different colors for different forms, while paying special attention to verb forms and their meanings.

Table 12: Increase in accuracy in use of preterit and imperfect in Spanish

	debate		essays		cloze	
	pre	post	pre	post	pre	post
Control	76.8	79.2	68.2	69.4	72.0	69.2
Focus on Form	66.0	85.1*	77.9	82.5	74.0	72.4

** = statistically significant gain*

from: Leeman et al. (1995)

n = 10 for all conditions of control group

for focus on form group debate, n = 5 (but see text), for essays, n = 10, for cloze, n = 9.

Students then were asked to: answer questions based on the passage while paying attention to form, discuss the readings and questions in class, paying attention to the formal aspects of their output and to the teacher's corrections, participate in a debate while focusing on correctness of verb forms, and view the debate on video and evaluate their classmates' performance.

Their performance on the target forms was then compared with students who had undergone similar activities without a focus on form. Results are presented in Table 12: there was no difference at all in gains between pre- and post-tests for an essay (pre- given one week before the treatment, post- given five weeks afterward) and on a cloze test that focused on the target items. Neither group showed significant gains. The focus on form group showed a significant gain for accuracy in using the target verb form in the debate (pre- performed two weeks before; post- debate performed one week afterwards).

Even this gain, however, does not demonstrate acquisition. First, only five subjects did both the pre- and post- debate. Three of the subjects hardly produced any verb forms with the imperfect in either debate, and three produced fewer than 10 instances of the preterit on the post-debate. Thus, Leeman et al.'s results are really based on the performance of at most three subjects.

In addition, all subjects had studied the rule previously. One can easily argue that the focus on form condition encouraged conscious Monitoring: the three conditions for Monitor use were met.

1. **focus on form:** There was very heavy focus on form.

2. **know the rule:** All subjects had studied the rule. Sixth-semester university students of a foreign language, when it is not a requirement, are survivors, and must be competent formal learners.

3. **time:** This condition was the only one that was not met in an ideal way, but it should be noted that by the time subjects did the final (third) debate, they had done two debates before, and had discussed and read about the material. They were thus prepared to at least some extent. In addition, we do not know how great the time pressure was in the actual performance of the debate.

At best, this study shows only that one can increase accuracy in semi-prepared oral presentations for college students who are survivors in Spanish (sixth semester, thus successful formal learners) after a strong dose of focus on form on a rule they have already studied. The finding that there was absolutely no gain for the other two measures is strong evidence that the acquisition and use of conscious grammar is very limited.

Correction

Correction, according to theory, encourages learners to adjust their conscious rule, and contributes to consciously learned competence. Previous research on correction has not provided any real support for this practice. Correction appears to be scarce, and when it occurs it is either not effective at all or only weakly effective, and the positive effects appear to be limited to situations in which the conditions for Monitor use are met (Krashen, 1994a, 1994b). I present here two recent studies which strongly suggest that much correction is not attended to, and when it is attended to, is not understood.

In Roberts (1995), three students of beginning Japanese as a foreign language at the University of Hawaii were asked to view a tape of a class in which they were students. Their task was to identify all error corrections of any kind by the teacher, and to indicate the nature of the error. Despite the extreme focus on form in this situation, they detected far fewer errors than the researcher did, and understood the nature of the correction in only a modest percentage of those they detected (Table 13).

The researcher noted 47 corrections of particle use, a central focus of the class. All three students combined noticed 49 instances, and understood the nature of the correction a total of 32 times.

Roberts concludes that despite the extreme focus on form, "the findings suggest that students are only aware of corrective activity in the classroom a fraction of the time and even when they are, it is not likely that they understand the nature of the error in many instances: ... we must reassess the value of effort correction in the learning place" (p. 180). Like many others, however, Roberts refuses to give up on correction: " ... it seems that the challenge to teachers is to come up with ways that will provide feedback that students will be able to both notice and understand" (p. 180).

A very different kind of study produced very similar results. Mizrahi (1997) interviewed R., a recent high school graduate who had studied English as a foreign language in Israel, and asked about error correction. R. told Mizrahi that when she received compositions back from her teacher, her focus was nearly entirely on the grade. If the grade was acceptable to her, she "put the composition away, never to look at it again." If her grade was low, she checked to see where she lost points:

> She neither rewrote the compositions nor corrected the errors. She sort of made a mental note of what she should have written (but) she didn't check that she was right with the teacher. If she noticed that she had previously had some problems with a certain tense, for example, she would check her new compositions for that mistake before handing it in.

R. told Mizrahi (translated from Hebrew):

Table 13. Awareness and understanding of correction

	researcher	student 1	student 2	student 3
number of errors noted	92	22	42	34
subject understood nature of error		15	18	23

from: Roberts (1995)

> I improved. However, the corrections on my compositions helped very little, if at all. I even noticed that the other students never looked at the compositions, just at the marks they received. Even in preparing for tests which we knew would contain compositions, we never went over our compositions to see what errors had been made to prevent making the same mistakes again. In thinking about what I attribute the improvement to, I would have to say that being exposed to authentic English was the factor; I read in English and I watch television and movies that are in English. I believe that's where the help really came from.

Easing up on error correction means making life much easier for students and teachers alike, and giving us more time and energy for doing the things that really do help students. I should also point out that reducing correction does not mean giving up on the development of accuracy. The research reviewed here and in previous publications shows that accuracy is the result of comprehensible input, not correction. Our goals remain the same, but the method of reaching them is different.

Nor does the demonstrated efficacy of comprehensible input and its superiority to traditional skill-building approaches eliminate the role of grammar. For older students, conscious grammatical knowledge can make a modest but helpful contribution to editing, and is of interest to some students as linguistics. The research confirms, however, that conscious grammatical knowledge makes a very small contribution to real competence.

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Potato barrels, animal traps, birth control and unicorns: re-visioning teaching and learning in English classes

Janet S. Allen

> A good English class is when you can come to the class and know you don't have to work your brains out on nouns, pronouns, adjectives and verbs. That rots to high heaven. I like to come into class, sit down, and read a book. James (1992)

When I walked out of the doors of the university and into my secondary English classroom in 1972, I thought I knew everything there was to know about being an English teacher. I had not only taken courses in American, British and world literature, but also many specialized courses such as Chaucer, Early British Poets and History of Theater. I had even gone to England and taken pictures of Shakespeare's home. Armed with college notes and slides from my trip to England, I was ready to begin teaching. After all, who could possibly need to know more than that to teach high school students? It only took one day and 150 students in five general English classes to teach me just how wrong I was.

Change Takes Time, But I Don't Have Any!
At the end of my first day of teaching, I was certain of only one thing: teaching was not for me. In spite of the lure of my newly-signed $6,300 contract, I knew that I could never figure out a way to get the students in my classes to learn symbolism in *The Scarlet Letter* or research an American author who lived between 1700 and 1900. Before I signed my contract, I had been told that once the contract was signed I couldn't resign for 60 days. I placed a large calendar on the wall behind my desk and crossed off one day. As those first days dragged by, students would ask about that calendar with bold slashes through the early August dates. I responded the same way each day: "In 60 days, you'll find out."

Nancie Atwell referred to herself as a 'creationist' during her early days of teaching. "The first day of every school year, I created: for the next 36 weeks I maintained my creation" (1987). That was not the case for me. I would have to call myself a survivalist during those first days. I had no plan; I just wanted to endure as I ticked the days off on my calendar. But in the course of those early days, I discovered some truths about teaching and learning (Allen 1995). Sadly, I didn't have the survival tools that my university students have today: I had never heard of NCTE and had never read a YA novel. I didn't even know there were students in our school who did not read Shakespeare. The students who sat in front of me during those first days expected nothing from me other than a repetition of the boring classes they had endured or failed in the past. Each night as I anticipated the end of my 60-day tour of duty, I saw those apathetic students and knew I had to do something ... anything.

Being a survivor by nature, I finally created a blend of classroom activities that produced students who were happy most of the time, a work load that hovered just at the edge of chaos, a plan book stuffed with more memos than plans, and a grade

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book with enough marks to justify the grades that were more fiction than fact. My criteria for choosing those activities usually focused on several well-known educational criteria: the weather, available resources, impending pep rallies, students' tolerance levels, amount of necessary correction time, winter carnival and, occasionally, even some broadly defined educational value.

A Whole Language "Curriculum"

Since this was 1972, and the term Whole Language was yet to be used, I see now that my students and I came to the philosophical and practical tenets of Whole Language through our attempts to find a way to make curriculum interesting. I did not have the advantage of having read the explosion of professional books that are available today, and I somehow missed those of that era, books by James Moffett, Neil Postman and Ken Macrorie.

Each day we tried something new, and I asked the students if it worked. We were free to do that because we had no curriculum guides, no textbooks, and no one had high expectations for the students in my classes. In fact, at the end of the first day of school, I asked the principal what I was supposed to do with these students. He replied, "We don't care what you do with them. Just keep them in the room." My students and I were given the freedom to build the curriculum. Today I realize that was a gift, but during those early days of teaching, that was not the way I viewed that opportunity! With each passing day, we learned the truth in the words Kenneth Goodman would write years later:

> Whole Language is clearly a lot of things to a lot of people: it's not a dogma to be narrowly practiced. It's a way of bringing together a view of language, a view of learning, and a view of people, in particular two special groups of people: kids and teachers (1986).

Potato Barrels

In spite of my decision to quit teaching, each day I found myself more intrigued with making this class fun. Although I have heard many people say that fun should not be the criteria for educational choices, I quickly learned that my students learned more when they were engaged. Our first hurdle in this area was the lack of resources. If I chose not to use the anthologies that other teachers were using, then what could I use? There were, in fact, no anthologies for these 'general' students, so I knew I had to find something else. In one of those rare events that changes your teaching, my quest led me to a cabinet where I found several copies of *Mr. and Mrs. Bo Jo Jones* (Head 1967) and *Bless the Beasts and the Children* (Swarthout 1967). No one seemed to know where they had come from or who, if anyone, had used them, so I was free to take the copies for my class.

But what could I do with 10 copies of two different books? I took the books home to read that night and wrote questions on each. When I started class the next day, I held them up and said, "I found two books in the closet that we can read. There aren't enough for everyone to have copies, but I can read them to you. One is about sex and one is about teenage rebellion. Which one do you want to start with?" Shocked with the notion that someone was going to read aloud to them - especially if the book really was about sex - the room was silent. Finally, someone said, "Read the sex book," and our read-aloud time began.

Constance Weaver points to the idea that there are components which must be kept whole in a Whole Language philosophy:

> Reading and writing permeate the whole curriculum. Learning within the classroom is integrated with the *whole* life of the child, which promotes *whole* learning throughout the students' *whole* lives (1990).

These read-alouds were my early attempts to help students connect literature to their lives. But I also knew that the time I spent reading to students was not enough for them to develop the habit of reading. They needed to be reading books of their own choice. After all, *Mr. and Mrs. Bo Jo Jones* was definitely more appealing to them than *Hamlet*, but it still was a book I had chosen, and everyone was still reading the same book at the same time.

I decided that one day a week and whenever we finished our work together, we would each read our own books. A problem occurred when the day arrived and only a handful of students had books. I went to garage sales and flea markets; I visited the local bookstores and service organizations to find used books. Then, one of my students brought some books to class one day and said, "Mrs. Allen, I don't need these anymore. Do you want them"? This was, for me, what Margaret Meek (1991) refers to as an "epiphany of the ordinary." Maybe there were actually other non-readers who had books they didn't want.

The next day I described our three-week book contest. I told each class that whichever class could beg, borrow or steal the most books (a poor choice of words for some of these students) for our classroom, would get to have a pizza and movie party. Students stayed after school and made charts to keep track of the progress. One student brought in five potato barrels, with class numbers painted on each, to store the newly 'found' books. Competition was fierce. Books were stolen from one barrel and moved to another. Students vied for the honor of recording the books brought by each student, and other teachers watched to see what was happening. The custodians complained about the messiness of the room. But there was definitely excitement there - excitement over books.

At the end of the three weeks, we had 3,000 books. We had books to support almost any reading interest. We spent days sorting through the books and taking out those that didn't seem to fit our classroom. Those books were packed in boxes to be taken to bookstores where used books could be traded. As a surprise gift, a group of boys brought in a huge bookcase they had made in their shop class during the contest. With the bookcase covering one entire wall, we proudly displayed our newly found wealth. Now everyone was supplied for reading days, and students had learned that books were things to be valued. I learned from that early project the truth of Judith Newman and Susan Church's words: "Learning occurs when learners are actively involved, when they have real purposes and when they make choices and share in decision-making" (1990).

Animal Traps?

When I returned to my classroom late one afternoon, I turned to the calendar to check the date of a meeting and realized that it had been days since I had crossed off a day on the calendar. I knew then that I was hooked. Since students were enjoying classes most of the time, I was free to enjoy them, too. The walls were covered with students' art; book projects lined the shelves and hung from the ceiling. There were books everywhere, and there was also a collection of 'stuff' that didn't seem to fit with anything someone would expect to find in an English classroom.

For some reason, once our book drive was over, students continued to bring things into our classroom. It was almost like an unplanned, secondary version of Show and Tell. One day it might be a magic trick, another day would bring a greasy tractor part, and some days there were freshly baked cookies.

One day, Stan arrived loaded down with what appeared to be remnants of a chamber of horrors. He dropped the collection in front of the room and said, "Some of the guys were interested in my traps, so I thought I'd bring them in." Stan had often come late to school because of his animal trapping and although I treated his choice of work with respect, I couldn't imagine that he thought I would want to see the actual traps. The class, however, did. For about 20 minutes, Stan held the class mesmerized with trapping stories. At the end of the class, the room smelled a bit gamey, but Stan's face glowed with pride.

Sometimes the things students brought related to what we were reading, but more often it was just a way for them to share a part of who they were. And, although I did nothing to start this sharing of language and learning, I saw the value in the activity. When we eventually started our classroom newspaper, these activities often became the feature stories. One of the points in Goodman's summary of his view of the underlying principles focuses on a point which we learned during those Show and Tells: "Learners are encouraged to take risks and invited to use language, in all its varieties, for their own purposes" (1986).

Birth Control And Unicorns

I am saddened today to visit secondary classrooms where students are still spending 6 to 12 weeks researching a British author who lived and wrote in the 1800s. I live in a city in which students encounter crime, violence and chaos on a daily basis. Yet many students are still being asked to devote a significant part of their class time researching a dead author whose writing might or might not be important to them. If I had begun my teaching career with college preparatory classes, I might have done the same. I knew, however, that my students would not have tolerated assignments like that. It was, after all, my job to keep them in the room! We did, however, do an incredible amount of research. We did research when we had real questions. As I visit interning teachers today, I often ask the students who are working on their research papers what their questions are. They always give me a puzzled look and say something like. "I don't have any questions. I'm just researching Byron."

My students had hundreds of questions and when the questions were important enough to them, they began to conduct research in order to find answers. Sometimes they worked alone, as Denise did when she wondered if there really were unicorns. Sometimes they worked in pairs, as Wanda and Tammy did when they both wanted to know how *not* to get pregnant but were too embarrassed to go to the doctor's office alone. Their research papers were placed in manila envelopes along with the artifacts they gathered in their searches. Other students with the same or similar questions could then build on that paper or start again with new sources. Students who were simply interested in reading about the topic highlighted on the envelope could spend time reading the paper and the accompanying pamphlets. We quickly learned the power of Jerome Harste's (Cochrane, 1992) principles of Whole Language:

Language is learned through use.
The child is the informant.
Education is inquiry.

I learned that my time with students is short and that I couldn't possibly know what they needed to know. I felt as though I had accomplished an unwritten and unstated goal when I realized that students knew how to ask questions and find answers to those questions. It was probably one of the most valuable *whole* lessons we all learned.

Yes, But What About ...

Today, when I talk about my classroom and the curriculum my students and I built together, teachers often have lots of questions: "Yes, but what about assessment?" and "Yes, but what about skills?" and the one I most enjoy. "Yes, but what about the classics?" I know that these questions come from years of molding our teaching and our students to prescribed texts and methods. I finally admit that I learned to work with my students to find ways to have a grade for their report cards. Yes, there were skills and strategies in almost everything we did. And, of course, students eventually read some of those books that everyone considers classic. I don't, however, consider that a measure of my time with these students.

I agree with James Nehring's words in his book *The Schools We Have, The Schools We Want:*

> Learning is hard to measure. The best kind of learning - the kind that stays with you the rest of your life - is maybe impossible to measure. This is a source of great frustration to small minds that are compelled to measure all and discard all they cannot measure. But for teachers, it is a fact of life (1992).

In those years together, my students and I built a philosophy of teaching and learning that has remained with me to this day. During the 1980s I finally began reading the writings of Kenneth and Yetta Goodman, Frank Smith, Carolyn Burke, Donald Graves, Donald Murray and others who were looking at the processes of reading and writing, and I saw that my beliefs were rooted in what educators were calling Whole Language.

How do I measure the learning that occurred in our Whole Language classroom? I measure that learning by the changed lives I still encounter either through chance meetings or thoughtful communications. A friend of mine recently came to visit and told me of a conversation she had shared with her son and his friend, both students of mine during those early years of teaching. One of them said, "She taught me to read, you know," and recounted the story of my finding him with a comic book inside a larger, more academic-looking, book. The boy recounted our conversation:

> Ms. Allen said to me, "You don't have to try to deceive. I want you to read. What do you plan to do after school?"
> I replied, "Well, I don't plan to go to college, so I don't need to read that college stuff."
> Ms. Allen said, "What do you need to know how to read?"
> When I said, "Well, manuals and technical stuff for truck driving," she replied, "Well, we'd better make sure you know how to read that then."

Is Whole Language Possible?

Is Whole Language possible for the secondary classroom? I think it is not only possible, it is essential. I can't imagine that there has ever been a generation of students more in need of an inquiry-driven curriculum that is based on a philosophy of meaningful context, authentic literacy events, valued risk-taking and experimentation, active involvement, and respect for all learners. The importance of classrooms based on this philosophy of teaching and learning was brought home to me when I read Ralph Fletcher's *Walking Trees*:

> A man I know, the father of a close friend, has this philosophy about life: "When you take away all the worthless jobs and errands and chores we do during the day, there's probably only about one minute each day when we do something even remotely important." Think of it: one minute. In fact, if you get right down to it, there's maybe only one minute in your whole life when you ever do something really important, something that really matters. The trick is to be ready for that minute when it comes (1991).

I believe that Whole Language classrooms are places where curriculum is built around students rather than places where the students are placed into an existing curriculum. One of the most meaningful compliments I received from a student during my last year of teaching was written in her class reflections: "I always felt like there was room for me in our class - not just on the walls but in what we did." One minute. Isn't it time that our classrooms were filled with minutes of meaning - filled with the somethings that really matter?

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I was a Whole Language teacher before I had a name

Dael Angelico-Hart

When I began teaching some 20 years ago, I started in a 3rd-grade classroom in a rather traditional school. The fact that I taught this 3rd-grade class more like a 'primary' class was considered radical at the time. We wrote in a class journal and fingerpainted with pudding so that we could write an 'experience story' about it. Then, because of increasing enrollments, I was transferred up to a 5th grade that was on the third floor of this same school. The practices I used in my 3rd grade which were barely tolerable at this level, were unheard of on the floor of the building where the grades ranged from 5 to 8. Yet I brought my same practices and philosophy with me, using flexible grouping by skills and read-aloud to my class daily, even though they were 5th graders.

As my career led me to a departmentalized setting, then a teamed middle school, and finally to a language arts director for grades K-12, my philosophy has not changed. For Whole Language is really a philosophy and is not to be mixed up with a methodology. Unfortunately, when I give many workshops for teachers wanting to implement Whole Language in the middle grades, they want Whole Language to come in one complete box priced at $299.95! It's not that simple.

Defining Whole Language

Whole Language defies a simple definition. Entire articles and even books have been written on this subject. Could you define *reader response* or *classroom climate* in 25 words or less? Yet, for the teachers I teach, I try. For me, Whole Language is a spirit that provides shape or climate for a classroom. It uses literature, and it is experience or contextually based. Whole Language is integrated and interactive learning. It includes student-generated choice and grows from humanism or respect for the learner. It also grows from the science of how kids learn.

The idea of Whole Language in the primary classroom was to start teaching reading, not by beginning from the letters and then progressing to the words and eventually, if the child was a good reader, to a 'real' pre-primer by the spring, but to start reading by teaching the words and letters within the meaningful context of a real text. Thus the origin of its name: Whole Language means teaching from the whole to the part instead of what has been traditionally vice versa.

The implication of this philosophy for the middle or secondary classroom is that skills or concepts are also taught within the context of the text itself. If the concept is *connotation*, then it is taught by examining Tennessee Williams's choice of words when describing Laura in The *Glass Menagerie* and not from a worksheet listing unrelated examples with the student having to underline the words chosen for their connotation. If the skill to be taught is *finding supporting details*, then the details are obviously taught within the context of the text and not from an unrelated paragraph on a worksheet. If vocabulary needs to be strengthened, the vocabulary is lifted from the literature where it retains meaning and not from an SAT prep book. Since English teachers are the original literature-based teachers, it can be said

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that they are the original Whole Language teachers. When it comes to teaching all the skills and concepts, the use of the text to teach the concepts simply needs to be even *more* intentional.

Implementing Whole Language: Integration

Part of the trouble with implementing Whole Language is the idea of integrated learning and the perceived overwhelming task of turning any classroom into a theme-centered extravaganza. However, it is only necessary to implement it one skill, one short story, one piece of literature at a time. That is why the best way to start to implement Whole Language is by focusing on just one skill, one skill that is not getting through to the student.

For me, at a time when I was teaching in a very traditional school with an inflexible, required curriculum, this skill was adverbs. In order to attach some meaning to this abstract concept, I had to embed adverbs in some context. So we created Adverb Day.

Adverb Day was advertised with student-made posters for weeks ahead of its arrival date. We decorated the classroom with Tom Swifty quotations such as, " 'I'm tired of hanging around here,' the blackboard said flatly." We designed 'Miss America' banners to sport proudly the adverb fashion show, and, as another activity, we shook cups of Alpha Bits in a Boggle-like adverb game. When the time came for these same students to be quizzed on this part of speech, they had an experiential 'hook' to remember what had previously been an abstract and meaningless concept.

A Whole Language classroom is occupied with real reading and real writing. Shakespeare is explored through performance, and scripts for radio shows are written to be produced by the school's AV studio. Students illustrate stories to produce picture books for the local library. The musically inclined write a rap to tell the story of *Beowulf.*

Activities such as these require active participation of students. In fact, the students themselves develop many of the ideas. The teacher acts as facilitator, respecting the student as responsible for his or her own learning. These kinds of activities encompass the best of research on learning styles and multiple intelligences. Kids learn best in different ways. Given the chance, they will generate what is best for them.

Authenticity

Another area of research supported and incorporated by a Whole Language philosophy is that of authenticity. One example that illustrates the importance of authentic tasks is spelling. Teachers are continually concerned over their students' lack of care when it comes to spelling. Many blame Whole Language and invented spelling. I would instead blame a lack of authentic tasks. The girl who is careless about spelling in her opinion paper for class on the pros and cons of smoking becomes much more meticulous when crafting an editorial against smoking that will be published in the local paper or in writing a letter to a new pen pal in South America. Once again, real writing, real reading, authentic tasks, are part of the Whole Language classroom.

Thematic Teaching

Many teachers associate Whole Language with thematic teaching. This alone does not define Whole Language, but at its very best, Whole Language teaching is thematic and integrated. I worked at one middle school where the principal at first required each team to create one interdisciplinary project a year. Then it was two. Now the teams are picking books to turn into these kinds of integrated learning projects, one after another. And this is how it happens. One skill, one short story, one book, one unit, one project at a time. Even the most traditional English teacher can experiment with a new way to teach *one* hard-to-motivate concept. Then, when students are learning through authentic activities, another skill at a time can be added. Nothing succeeds like success. And nothing can be more convincing to a teacher to try new teaching methods than motivated students.

Parallels To The Primary Classroom

Again, there is a parallel here from the primary classroom. Whole Language was developed by teachers who saw that traditional methods of teaching reading weren't working. Yet when basals and worksheets were replaced with authentic, student-generated activities, not only learning but more excitement *about* learning occurred. Similarly, in the middle and secondary classroom, teachers have already replaced some pieces of literature with varying selections appropriate to the needs and interests of their classes. When a high school teacher asks his students to take snapshots of a local private school while reading John Knowles's *A Separate Peace*, he is a Whole Language teacher, although he would never attach this label to himself! Like the primary teacher who needed a better way to teach reading, Whole Language is a better way to teach English.

Is Whole Language Just A Trend?

Some teachers consider Whole Language simply another trend. If they wait long enough, it will simply go away. They have been through 'open classrooms' and 'back to the basics' and now Whole Language. Yet while the open classrooms have now relocated bookshelves and moveable blackboards to divide the space into traditional classrooms, this movement left us with hands-on, interactive learning, and a focus on the individual rather than group, rote learning. I think much of today's focus on assessment is a growth from the accountability of the back to the basics movement. These movements or trends have lost their labels but left their legacies. The same is true of Whole Language.

Unfortunately at times, Whole Language has been misunderstood. Just like the open classrooms that were less structured rather than characterized by the increased structure that they required, much poor teaching has been done in the name of Whole Language. But if we say we were to throw out Whole Language, we would be giving up so much of what we now accept as good teaching. Using literature to teach, writing workshop, reading workshop, and making learning related to a meaningful context are all part of Whole Language. These will be the legacies of Whole Language after the name is changed or simply fades away. I was a Whole Language teacher before I had a name. I will have the same philosophy no matter how the name is changed. The same is true of the teachers who have dropped their anthologies in favor of more authentic selections. The same is true for the teacher who has students discuss questions among themselves in small groups. The important thing is not the label, "I am a Whole Language teacher," but the philosophy behind how you teach and what you do in your classroom with your kids. For what we call Whole Language today is fast becoming simply a philosophy not of Whole Language learning but of learning itself.

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What is WL and what has it got to do with EFL teaching?

Nira Trumper-Hecht

Many have considered the differences between the communicative approach and Whole Language (WL). Edelsky (1994) suggests that "WL is, first of all, a perspective-in-practice, anchored in a vision of an equitable, democratic, diverse society." Born in the seventies, WL was invested with an ideology of which the communicative approach (developed at more or less the same time) was clearly devoid. In common with the communicative approach, WL highlights theoretical notions concerning language and language learning that stem from first and second language acquisition theories (Chomsky, Krashen). WL also draws upon philosophical views about learning in general (Dewey, Vigotsky). The many fundamental differences between the communicative approach and WL arise from the fact that each developed within a different context: the communicative approach in the context of EFL teaching and WL in the context of schooling in the first language.

The communicative approach considers language not only in terms of its structure (grammar and vocabulary), but also in terms of the communicative functions it performs (Littlewood, 1981). This is a big step away from the traditional, structural view of language organized for students as separate items to be introduced in a set order. According to the WL view, language is not learned in separate parts (be they words, structures or functions), but as a supersystem of social and linguistic practices. Furthermore, the way people acquire this system is not through exercises so they can use language later, but rather by actually using it as best they can with others. Real communication shows how language works.

Instructional practices typical of WL are literature studies (with shared and free reading), writing workshops, journal writing and student-made books. These alone, however, do not constitute WL. Rather, it is the teacher's theoretical or philosophical perspective which renders these practices Whole Language. (For example, a teacher can bring a wonderfully written piece of journalism to class but use it only to review tenses. From a WL perspective, this is meaningless.)

WL has been under serious attack in two areas: (1) teaching reading, and (2) teaching grammar. I'd like to respond to some of these attacks by stating that WL is not an excuse for failing to teach phonics or grammar. Direct instruction (of phonic rules, grammatical structures and print conventions) is included in WL teaching. What distinguishes direct instruction in a WL classroom from the same lesson in a skill-based (or grammar-based) classroom is the underlying purpose. WL teachers view the teaching of grammar and print conventions as tools for language **use** or as means of solving problems that arise **with use** (in reading or writing). Unlike grammar-based approaches, WL does not see the teaching of grammar as a prerequisite of language use. WL proposes, rather, exposing students to language uncontrolled for structure long before specific structures are taught.

In EFL teaching in Israel, the picture is mixed. As far as oral language teaching is concerned, teachers use the communicative approach to expose students to authentic language (uncontrolled for structure) and to allow them to express themselves freely without fear of 'on line' teacher correction.

With regard to literacy teaching, though, the approach has been structural/grammar-based, with the texts we give our students controlled for structure and lexis. We have thus created a situation whereby students are exposed to particular structures only after they have been formally taught.

WL has also been under attack on the issue of teaching reading. What the 'Big Battle' over whole-word versus intensive phonics shows, however, is that creating polarities isn't only politically unwise but also compels teachers to oversimplify. In the *Bridges* program we have come to disagree with the WL movement's rejection of phonics as well as with its assertion that learning to read and write is as natural a process as learning to speak the language. Like critics of WL in L1, we, too, advocate a balanced approach with systematic instruction of the mechanics of reading, using phonics and global reading. At the same time, however, we embrace the WL idea that "to learn to read, a child must learn first what it means to read and that he or she would like to be able to do so" (Adams, 1993). To foster a child's awareness of the different functions of the printed word in a foreign language (an awareness which doesn't always transfer from L1), we advise teachers to use every opportunity to read aloud to students. This helps students understand the connection between the code they are learning to break and the meaningful, enjoyable texts they will read independently once they've become skilled decoders.

Another of the criticisms against WL concerns the complicated and sensitive question of grammar teaching. The canard is that WL has no grammar teaching. This is not so. With a keen awareness of current research regarding grammar learning and teaching, we suggest a rethinking of traditional grammar teaching. Our view is that the complexity of grammar is such that rules that are taught are not automatically learnt, and that explicit knowledge of grammar rules does not inevitably turn into the implicit knowledge needed for language production. The question is, thus, not *whether* to teach grammar but *how* to approach grammar teaching, what to assume about grammar learning and what type of syllabus to adopt. A 'type A' syllabus (Long and Crookes, 1992) segments the target language into discrete linguistic items for presentation one at a time, with exposure to a deliberately limited sample of language. A 'type B' syllabus is exposure to samples of language which have not been controlled for structure or lexis, and where the learner is invited directly or indirectly, to recognize and analyze the linguistic components of the language s/he is in the process of learning.

It is clear, I think, which type of syllabus WL teachers tend to adopt.

We have developed a language-teaching program named *Bridges* based on WL principles. The project is experimental, as is the spirit which the wonderfully enthusiastic and adventurous *Bridges* teachers bring to English teaching. Teachers in *Bridges* classrooms read aloud on a regular basis. Students in *Bridges* classrooms read and write a great deal.

I find this focus on literacy a blessing for Israeli students and hope that our enthusiastic elementary school readers and writers will soon enjoy rich libraries, computers into which to type their stories and English rooms where they can immerse themselves in English.

The first year of the Bridges project focused on learning the theory of WL, discussing the relevance of its principles to EFL teaching and trying different WL practices such as bookmaking, dialogue journals, literature-based thematic units and content-based instruction.

In future, we would like to action-research each of these practices to see the effect of our work on student success in learning English.

We based the program on WL because we believe it can help us:

- put the focus back on literacy

- question the control of texts for structure and lexis

- debate the presently mandated set order in which we introduce linguistic structures to our students

- redefine the role of writing at elementary level so as not merely to reinforce reading (as in the preset curriculum), and

- justify the dire need for English libraries and English rooms.

And finally, though no less importantly, WL provides an opportunity to revisit the theoretical basis for the communicative approach - this time with regard to literacy.

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The *Bridges* Project — looking back

Mitzi Geffen

After attending the initial in-service training session for the *Bridges* project last summer and reading the material given to participants, I saw that for me, it was a case of 'the same lady in a different dress.' Without using the title 'Whole Language', my approach has always been based on what I now know are the principles of Whole Language. What changed as a result of my participation in the project, however, was the attitude of my principal. It was now acceptable for my students to be involved in a variety of reading, writing and even dramatic activities which strayed from the textbook. Before, his feeling had been that I should first 'cover the material' in the book, and only introduce other activities as time allowed.

I have no formal statistical analysis of the progress made by my students this year, with all the extra reading and original writing they did, as compared with the progress of students in previous years, when I initiated far fewer activities of that type. I do, however, feel that by the end of this year, all students have far more confidence in their ability to understand and produce English - both written and oral - and are much less hesitant about trying to do so. To them, English has become a tool, a key to open doors, and not simply one more subject to be studied in school.

The following are two of this year's most successful projects:

I. A "Big Book" Experience:

You Give A Moose A Muffin, by Laura Jaffe Numeroff, illustrated by Felicia Bond. The book recounts the amusing chain of results from giving a moose a muffin. In the end, the moose wants another muffin and the reader imagines the whole sequence happening again.

Objectives: fun, vocabulary enrichment, writing practice.

Participants: approximately 35 5th-grade pupils in a heterogeneous class.

Description of activity: the book was taught over a period of three double lessons.

Session #1

I introduced the words 'moose' and 'muffin' using the illustrations on the book cover, and asked students to predict what might happen in the story. I then read the book aloud to them, without translating, but pointing to the appropriate objects in the marvelous illustrations as I read.

We then compared the story with their predictions, and reviewed the sequence of events in the story with the help of the illustrations. This was done as a whole class activity. I spoke in English, but I accepted answers in Hebrew as well as English, rephrasing Hebrew comments in English. After reviewing the events of the story, we agreed it was about what might happen if you give an animal a food it wouldn't normally eat.

I then asked the class to form groups of five, with each group choosing an animal and thinking of a food that their animal wouldn't normally eat. They had a few minutes to decide and then report their choices to the class. I told them that each group was going to make a short book in the style of the one they had heard. For their books, they were to think of five amusing outcomes resulting from giving their animal the food they had chosen— the fifth outcome being that it would want the food again. Students spent the rest of the session deciding what would happen in their stories.

Session #2
Students sat in their groups of five from the beginning of the session, even though we spent the first five to 10 minutes as a class, recalling the story and looking at the illustrations once again. The purpose of this introduction was to reinforce the new vocabulary, sentence structure and style of the book. I had photocopied the pages so that the story was presented in sequence on the back wall of the classroom. Children were free to get up and look at it during the group work time. The rest of this session was spent creating original stories. I suggested that each group decide on the final form of their story together, and then let each group member create one page of the book, both illustration and print. Most groups divided the work differently, however, because they wanted uniformity of print and specific items in the illustrations - especially the animal. I didn't interfere, as long as all students in the group contributed to the final product.

Students immensely enjoyed listening to the story and creating their own books.

Session #3
This session was used by the groups to complete their work. I stopped 15 minutes before the class ended, so that each group could read aloud the stories they had composed to the class.

Conclusions:
Students immensely enjoyed listening to the story and creating their own books. They were not handicapped in understanding and enjoying the story, either by the different tenses used in the story or by the new vocabulary. They all easily mimicked the sentence structure in their own books. For example: "If you give a *horse* a *hot-dog*, he will probably want some *ketchup* to go with it" (italicized words indicate substitutions for words in the original story). The next time I do a project of this kind, however, I will make sure there is sufficient time for all groups to present their finished products to the class. Since this project was taught while substituting for a teacher absent for only three days, I didn't have the flexibility of extending the project time-frame.

II. E-mail Correspondence
Objectives: Providing an opportunity to use English in real communication, enriching both active and passive vocabulary, and improving reading comprehension.

Participants: About 25 pupils from two 6th-grade classes actively participated on a voluntary basis throughout the project. An additional 10 to 15 students took part for shorter periods during the year. Four 5th-graders also participated actively.

Description of the project: A modem was installed in one of the school's computers. I made e-mail contact with two teachers in the US who were looking for 'key-pals' for their 6th-grade students. A few weeks later I added a third teacher, mainly to ensure a steady flow of mail to my classes. (I found the teachers' names through the ETNI list). Their students wrote letters of introduction and each teacher e-mailed me the letters. I printed out these letters and, after introducing the correspondence project to my students, handed the letters out randomly. The purpose was that each student read a few of the letters to get an idea of what they themselves might write. Students read the letters eagerly and compared letters with one another. I had never seen them so motivated about reading anything in English before. We had a short discussion summarizing the kinds of things they might write about themselves; then, those who wanted to, chose a particular letter to answer. Nearly all students wanted to participate. Some decided to correspond as a pair, composing a letter together to one child in the US. Some youngsters, who were hesitant about joining in the beginning, decided to be part of the project when they saw friends receive a second or third letter as the project progressed.

At first, students drafted letters in their notebooks. We spent some time in class sharing the letters they had written, with changes suggested when something was unclear. I made corrections when I felt it would be difficult or impossible for a US key-pal to understand a word or sentence. Students then typed their letters on a computer (we used Word6) and saved them on a disk. Each pupil was assigned a disk, which was kept in the computer room. Some of this work was done during English class time, and some when pupils had an opportunity to use the computer room, even in my absence.

I sent the completed letters by copying them from the Word6 file and 'pasting' them into the e-mail file. As time went on, the process became much quicker because: (a) I learned ways to be more efficient about copying and pasting; (b) students' growing familiarity with the keyboard made them much faster typists; and (c) their English improved, so that it took far less time for them to compose a letter.

A few weeks into the project, I arranged for two extra hours a week (an hour at the end of two different days) exclusively for e-mail. Later in the year we also used this time for an introduction to internet. Attendance at these extra sessions was voluntary. After the initial dizzying rush, when everyone wanted to write a letter and wanted my help, students would ask in the morning if they had received mail; if they hadn't and weren't in the process of typing a letter, they didn't come that day, which made things far more manageable for me. Next year I will avoid having 30 excited letter writers in the computer room at once - even at the beginning of the project.

The process of drafting letters in notebooks was discontinued when more computer time became available and students' English became more fluent. At that point, students composed their letters directly on the computer and I, for the most part, made no corrections. I continued to make paper copies of all of the letters - one for the students and one for me. Students kept copies of their correspondence in loose-leaf binders - alternating letters sent and letters received. I kept their letters to monitor their progress in English and to watch for grammatical errors. Once in a while, I devoted a part of a lesson to teaching (or reviewing) a grammar point that had been problematic for many, and occasionally I had an 'editors' session, during which I handed out copies of letters (names removed, of course) and invited students to correct the mistakes.

Conclusions: Though we had many technical and organizational problems, mainly due to my lack of computer expertise and inexperience running a project of this kind, students were very enthusiastic about their correspondence. The most enthusiastic of them improved immensely in both reading comprehension and composition. All students in the class, even those who did not actively correspond, were enriched in many ways by the project. In addition to times when I used letters in a variety of ways during class time - sometimes only to read aloud what I or a student thought was a particularly interesting, amusing or surprising letter, students always shared letters they received with at least a few friends.

I was amazed at the ability of my 6th-graders to understand letters written on a much higher language level than what we normally consider appropriate for 6th grade. I find that just as they are now far less hesitant to try reading a text which seems difficult, I am now far less hesitant to expose them to such material. This was a most rewarding experience for all of us.

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The good *new* days

Dee Stein

After 12 years of teaching English in elementary school, I have suddenly started talking about the good *new* days, rather than the good old ones. The reason: an exciting new direction in English teaching ... Whole Language.

However, exposing pupils to whole texts, real books and authentic literature when vocabulary and grammar points have not been covered is still controversial. What are 'big books'? Can we really expect elementary pupils to write about their experiences using English? And where do coursebooks fit in?

I have unwittingly concluded that, over the years and with the best of intentions, I have fettered my pupils with low expectations. Language is meaningful, motivating and self-generating when young learners experience English in the richness of its many literary forms.

Language is also social and should arise from within the world of the young learner. Class trips are a natural stimulus for writing, even if you haven't learned the past tense. When learning days of the week pupils prepared personal diaries: "I go [sic] my dance class on Thursday." They were fascinated by the origins of the names of days of the week - Saturday being named after Saturn, and so on.

We linked with other subjects in school during a project on culture. Pupils created slogans such as:

> *Be polite and your world will change instantly.*
> *Start the morning with Good Morning!*
> *After a kick, say sorry.*

Pupils photographed each group miming their slogans and we put up posters of them around the school.

I have never had such a class of writers and so few work pages. I no longer talk about which unit I've finished or haven't. My memories of this year are of how we expanded on themes in coursebooks and how pupils surprised me in the imaginative ways they expressed themselves.

I have discovered that if language is understood as expression and expression is understood as a spectrum of reading, writing, speaking, listening, drawing, drama and other artistic mediums and skills, pupils will naturally be involved in a Whole Language environment. When language is enjoyable and meaningful, pupils will explore and experiment with learning hints and strategies that help them get their message across and enable then to be more literate learners.

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Computers and Whole Language

Jimmy Backer

Introduction

The Ministry of Education has become extremely interested in the "Whole Language approach." It actively recommends that EFL teachers incorporate its principles into their teaching, insofar as the Whole Language approach fits the Israeli EFL context. This entails a rejection of Freire's 'banking model' of education in which the teacher, as the sole proprietor of knowledge, makes periodic deposits of that knowledge into the empty accounts (heads) of the students. Instead, it uses Freire's 'dialogical pedagogy,' an approach in which teacher and student participate in a learning experience based on mutual respect of the previous experiences of both learner and teacher (Freire, 1970). Writing expressly about the Whole Language approach, Constance Weaver labels these two divergent styles as 'the transmission model,' in which teachers are 'scripted technicians,' and 'the transactional model' in which 'learners actively engage with their teachers, their classmates, and their environment in order to create their curriculum' (Weaver, 1990).

Adapting the principles of the Whole Language approach to ESL contexts, Rigg (1991) refers to Krashen and Terrell (1983):

> L2 can develop much as does L1. L2 classes should offer a language-nurturing environment, with attention paid to doing things *with* language rather than paying attention to language itself.
>
> L2, like L1, develops through interaction with peers, rather than through imitation of a teacher's model or through formal study. The holistic ESL class develops a strong sense of community in the class and school, and uses a variety of collaborative learning activities.

There is a legitimate debate about whether ESL principles and procedures succeed in an EFL context (Green, 1996). The Ministry has thus decided to try the Whole Language approach with certain modifications that suit an EFL, rather than ESL, context. Let us then hypothesize how two types of computerized EFL learning environments can facilitate the Whole Language approach, rather than trying to prove the validity of this environment. There is a dearth of research about the intersection of the Whole Language approach, EFL methodology and computer-aided language learning, and the hypotheses presented invite empirical research, affirmation or refutation.

Micro-Worlds In EFL

Seymour Papert, the father of the LOGO computer language, offers the concept of the 'micro-world' as a high-quality learning environment in which the learner must discover the rules and realities of the micro-world in order to function. For Papert, as well as for Krashen and others, this inductive discovery process of rules is superior to deductive learning. In Krashen's terms, *learning* language is replaced by *acquiring* language, as learners become deeply involved with performing tasks and solving problems presented by the micro-world (Papert, 1980; Krashen, 1983).

Many 'quest' games are language-rich micro-worlds that offer excellent environments for acquiring language - be it L1, SL or FL. The learner must solve many immediate problems to be able to perform the long-range task of the game. In the process, the learner explores, examines, 'touches' and even 'speaks' to the denizens of the micro-world in meaningful contexts.

Work can be done individually, in pairs or in groups of three, as screen size and physical access to the keyboard limit the number of learners who can simultaneously use one computer. Depending on the sophistication of the program, learners are engaged in multiple modes of language in a meaningful context: principally reading, probably writing in some form, possibly listening and speaking. While a mixed L1 group in an ESL class will undoubtedly practice speaking in a meaningful way, only a motivated single L1 group in an EFL class will use the target language. (This is the problem of all oral group work in the EFL class, with or without a computer). The presence of the teacher, as participant or consultant in the quest, will usually be the reason for speaking in English. In terms of the Whole Language approach, the learners interact with each other, with the teacher and with the texts (written, aural or graphic), constructing meaning based on their previous experiences with language and the world (Strickland and Strickland, 1996; Goodman, 1986).

A Computerized Dialogical Pedagogy

According to the Whole Language approach, writing and reading are processes of discovering and constructing meaning, preferably about a topic which the student chooses (Strickland and Strickland, 1996; Goodman, 1986). Freire posits that in the search for meaning, teacher and student must participate in a dialogue, based on mutual respect of experience. While both will learn from the interaction, they will not necessarily learn the same things (Freire, 1970).

Even the weakest learners will be able to create pictures and then work in heterogeneous pairs or groups to construct the story.

The writing process can be facilitated by computer programs that allow learners to create a picture and then write about it. Even the weakest learners will be able to create pictures and then work in heterogeneous pairs or groups to construct the story, whether in 'creative spelling' or corrected to the target spelling. Once again, while the mixed L1 ESL context encourages maximum movement along the inter-language spectrum, a persistent and resourceful EFL teacher can also facilitate meaningful use of the target language while consulting with the learner about the work in progress. An important stage in the writing process is the presentation of the story to the learner's peers as a 'published story' (easily done on the computer) and/or as an oral presentation. The use of a transview allows the 'author' to present and comment on the published work while it is projected on a blank wall or screen. Thus, the make-a-picture-write-a-story genre of computer programs can easily facilitate the Whole Language approach.

Computers can facilitate this same multiple modality for language acquisition for more advanced learners as well.

The computer can also facilitate the choice of topics for writing. Even arcade games that are void of language can be the base of language-rich reactions to those games. However, the Whole Language approach tends to offer topics that include the other modes of language. 'Talking books' offer just that type of material for beginning or weaker learners. Such programs present the written text alongside pictures depicting the plot. Learners can listen to the story being read, sentence by sentence or entire paragraphs. Learners are also offered pronunciation, explanation in L2, and often a translation into L1 of any word in the written and visual texts. (Unfortunately, 'talking books' now on the market are not yet translated into Hebrew.) Heterogeneous group work and teacher-learner consultation aid the construction of meaning in this process.

'Talking books' offer a holistic approach to reading, incorporating visual, aural and oral modes of language. The learner can then respond to this reading process using a make-a-picture-write-a-story program that includes visual, written, oral and aural modes of language. The choice of 'talking books' (as well as printed books) should be as wide as possible, with the learner able to choose the format of the written response: a news report, continuation of the story, alternate ending, placing a character in a different setting, and so on.

Computers can facilitate this same multiple modality for language acquisition for more advanced learners as well. Using a content-based approach, students search for information (reading it, listening to it and perhaps talking about it), reorganize that information (reading, writing and perhaps talking), and finally present the information to their peers (reading and discussing). During such research projects, teachers become participants along with the learner. While the teacher knows what is on page 39 of the textbook, it is not at all certain what will be discovered on a CD-ROM database or on the internet. In this situation, teachers must truly become what Goodman calls "kid watchers" (Goodman, 1986).

Conclusion

Regarding the Whole Language approach within an EFL context, the computer offers two frameworks for acquiring language within that approach: micro-worlds and dialogical pedagogy. Meaningful situations present a range of meaningful texts (written, graphic, audio or video) which are accessed via a multi-modal process, merging reading, writing, listening and speaking. By focusing on the construction of meaning, both micro-worlds and dialogical pedagogy offer a holistic, student-centered methodology that leads to language acquisition rather than language learning.

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"The Makif Het Comprehensive High School in Beersheva is an ideal setting for experienced English teachers to rethink their teaching or make old dreams finally come true."

Makif Het High School, Beersheva

Barbara Attias

The Makif Het school is an ideal setting for experienced English teachers to rethink their teaching or make old dreams finally come true. A fairly new school, founded only six years ago, it is located in Beersheva's Technical College. The English department is expanding fast: this past year, seven new teachers were hired, both because a new *hativa* was added and because of the encouragement given to extracurricular English education. The school's approach is to encourage informal education and enrichment, allowing pupils an English experience rather than simply an English lesson taught according to standard classroom methodology. Extracurricular education takes several forms.

English Newsletter. Last September we began an English newsletter. The Israel Endowment Fund helped us buy equipment needed to produce the newsletter, written, edited and illustrated by the pupils themselves. Through the newsletter, pupils express themselves, practice reporting and even tell jokes - all in English. The project is run by the Native Speaker 7-9 English Club, but all pupils are encouraged to contribute material. We particularly enjoy the fact that pupils get to see their own names in print, can read what interests them, and best of all, there is no need to buy a commercial newspaper.

Book of Students' Material. As English coordinator, I compiled a book of original material written by pupils whose contributions include satire, mystery and poetry. With the help of the Israel Endowment Fund, the book was published in May1997, and enjoyed by English classes both in Israel and abroad.

Drama and Song. Last year, two wonderfully refreshing afternoon courses were given by Patrice Parez. One was *Havurat Zemer*, a singing group, in which 7th to 10th grade pupils performed English classic, folk and modern songs. The other was a drama group, run entirely in English for 9th to 12th grade students. They performed at the ETAI conference in Beersheva. This year, with new drama staff, we hope to mount either a full-length play or a number of short plays. English drama is now being offered in 10th grade as an elective.

Debating Club. Our high school 5-point classes have been conducting debates in English class since last year. This teaches them not only English, but also debating skills and the presentation of cogent arguments in a dignified manner. The beauty of debate is that it taps into a variety of English-language skills, such as research, writing, presentation, public speaking and, most important, practice in listening to and crediting the opinions of others. The debates held in class culminate in an open debate toward the end of the school year, on topics ranging from settlement to abortion, premarital sex to smoking. Pupils vote on the topics both prior to and following the debate.

The school's English staff is deeply grateful to our school administration, the Israel Endowment Fund, the Technological College and the English Inspectorate for allowing and encouraging us to try alternative methodologies for teaching English.

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Understanding the significance of phonological deficits in dyslexia

David L. Share

The central cause of dyslexia: a selective deficit in perceiving and remembering speech-based information

Over a quarter of a century of research and literally thousands of studies have established that the central problem in dyslexia is in phonological processing - perceiving and remembering speech-based information. This deficit manifests itself in a wide range of tasks. Dyslexics' discrimination of certain speech sounds (such as stop consonants) has been found to be less 'sharp.' Their ability to repeat aloud multi-syllabic and low-familiarity words is very poor. They have great trouble saying tongue-twisters (e.g., *she sells seashells by the sea shore*). When asked to name in rapid succession a series of pictures or colors, dyslexics typically attain only half the rate achieved by normal readers. Retrieving the names of objects and concepts is also difficult in spite of their extensive conceptual and semantic knowledge. Both short-term and long-term memory for verbal material (remembering dates, addresses, telephone numbers and even ID numbers) is notoriously difficult for this group. Dyslexics also find difficulty in analyzing and manipulating the sounds (phonemes) in words.

It is important to note that when perceptual and memory tasks do not require the processing of speech-based (phonological) information, dyslexics perform as well as normal readers. For example, short-term memory for a sequence of digits is poor as already noted. But when the same task is given in a visuo-spatial format - that is, requires reproducing a tapped sequence of randomly arranged blocks in the correct order - there is no evidence of memory difficulties. Similarly, when asked to make semantic decisions about the same pictures they have difficulty naming (e.g. *is a cauliflower a fruit?*), dyslexics perform just as well as good readers.

To sum up, the evidence clearly demonstrates that dyslexics have a selective deficit when it comes to dealing with the sounds of speech. The research is also clear that this phonological deficit is not merely a consequence of reading difficulties but a true cause. This evidence comes from two sources. First, long-term studies have shown that these deficits are present among poor and disabled readers well *before* children start learning to read. In fact, some studies are now finding that these problems are already present in infancy. The second and strongest line of evidence that phonological deficits actually cause reading problems comes from experimental training studies showing substantial long-term improvements in reading when phonological skills are trained at or before school entry.

How are we to reconcile the idea of a discrete and specific deficit in phonology with the well-known fact that dyslexics (particularly older children) do not show up as 'pure' cases with an isolated reading difficulty, but present a range of problems in many aspects of intellectual and social/emotional functioning? The answer lies in separating the *consequences* of reading failure from its *causes*.

Because reading is so essential to learning and to overall success in the school setting, difficulties in reading, over the years, create a host of additional problems including behavioral disturbances, problems with attention (at least in academic settings), low self-esteem, social rejection, declining vocabulary and general knowledge. Even long-term declines in IQ have been documented among dyslexic populations. The available evidence, however, indicates that most of these problems arise as a consequence rather than a cause of reading difficulties. They tend to be absent at the beginning of school, growing and snowballing over time (which is why early identification and intervention are so important for dyslexia). The notion of snowballing and negative side-effects (the so-called Matthew effect - "the rich get richer, the poor get poorer") helps explain how wide-ranging problems can develop from a relatively isolated pocket of difficulty.

To sum up, the major cause of dyslexia (although certainly not the only one) is a highly specific deficit in one aspect (module) of language. Other aspects of language, such as meaning and syntax, are unimpaired, at least on entry to school. The phonological deficit therefore explains the paradox of selective reading failure in otherwise competent and intelligent individuals.

Humans aren't much better at producing distinct sounds, but the genius of human language, the means by which it is possible to convey a virtually unlimited number of words and ideas, is phonology.

Understanding Why Phonology Is So Critical In Learning To Read

All orthographies, English included, are systems for transcribing the sounds of speech. To be efficient, an orthography *must* be phonological. This means having a small inventory of written symbols that can be combined to represent all possible words. This productiveness or generativity is the key to understanding the nature not only of written language but also spoken language. To appreciate the advantages of generative systems, consider non-human communication.

Non-human animals have only as many distinct word-meanings as the distinctive signals they are able to produce and perceive, at most, a few dozen. Humans aren't much better at producing distinct sounds, but the genius of human language, the means by which it is possible to convey a virtually unlimited number of words and ideas, is phonology: the system for combining and permuting the few speech signals we are capable of producing into a vocabulary that is hundreds of thousands of times greater than could ever be managed if, like animals, each signal for each 'word' were holistically distinct from each other.

Just as speech is phonological, so must writing be based on the phonological principle. This means that a reader who appreciates the phonological nature of the code *and* has mastered the inventory of correspondences between symbol and sound is able to decipher any new or unfamiliar letter string, and also produce written forms that can be deciphered by another reader. Now consider the hypothetical case of a *non-phonological* orthography. Instead of representing words by stringing together symbols representing elementary phonological units, we would represent each word with a unique holistic symbol. Such a system (formally called a logography) would obviously have as many symbols as there are words. Each of the hundreds of thousands of symbols would have to be committed painstakingly to memory, one at a time. We would also be obliged to invent a new symbol for each new word appearing in the spoken language. Because purely whole-word (logographic) systems are so unworkable, no pure logography has ever existed. In this context, it is worth mentioning that Chinese, contrary to popular misconception, neither is nor was a logography, but a *logo-syllabic* system with most characters consisting of elements that are purely phonological and which, when encountered for the first time, can be deciphered by most Chinese readers. The writing system called Blissymbols, on the other hand, is a true logography but because it is purely non-phonological, has limited efficiency (generativity) and consequently has not found its way into general usage (although it appears to satisfy the basic communicative needs of severely language-impaired persons).

In summary, English like all other writing systems in general usage, is phonologically-based simply because there is no other option. So instead of learning thousands of word-symbols one by one, the learner need only master a few dozen letters and their corresponding sounds. Unfortunately this economy comes at a price. Recent research has clearly shown that simply knowing the sounds of letters is not enough; children must also possess a deeper appreciation of the principle underlying the alphabet, namely that spoken words consist of component sounds (phonemes) and that it is these units, not whole words or even whole syllables, that are represented by individual letters. Unfortunately, this awareness of the phonemic structure of speech is not acquired spontaneously in the course of normal language acquisition, nor is it acquired easily even with explicit instruction. This is because phonemes are not discrete, isolable units of sounds, but are packaged or merged into syllables by a process called co-articulation. The basic acoustic units of speech are in fact syllables, not phonemes. In one sense, we don't actually 'hear' phonemes in natural speech, only syllables. This is why preschoolers find it relatively easy to appreciate rhyme but have much greater difficulty with phonemes. As already noted, poor phonemic awareness is a cardinal feature of dyslexia.

Not only is understanding the alphabetic principle underlying English orthography a high hurdle in learning to read, but the lack of consistent relationships between print and sound makes the task doubly taxing for would-be readers. Some have even argued that English spelling is simply too irregular for decoding to be of much use. Indeed, so-called 'dual-route' models of word recognition have played a major role in promoting the misconception that irregular or exception words, because they do not obey the letter sound correspondence rules of English, can't be decoded and must be therefore be learned whole-word style.

How Irregular Is English Orthography?

Despite the frequent lament that English orthography is hopelessly irregular, the empirical evidence suggests that decoding is important for learning both regular *and* irregular words. This is because the irregularity of English is largely restricted to the vowels which have a relatively marginal role in word identification. With the exception of occasional silent consonants, all words (both exception and regular) are regular *consonantally*. Furthermore, because most words are normally encountered in meaningful text, contextual constraints together with vocabulary knowledge are often sufficient to permit young readers to identify the correct pronunciation even when alternative pronunciations are available. Thus, even irregular words, when encountered in natural text, have *sufficient* regularity to be successfully decoded. It is important, therefore, that young readers are not wedded to a belief in invariant one-to-one spelling-sound correspondences, particularly in the case of vowels. Readers should be flexible and prepared to test the contextual appropriateness of alternative 'candidate' pronunciations.

Thus, even irregular words, when encountered in natural text, have sufficient regularity to be successfully decoded.

Calls To Abandon Decoding And Phonology

The recent ascendance of the Whole Language movement has conferred new legitimacy on the mistaken notion that decoding can, and indeed should, be avoided as far as possible. According to Whole Language, reading instruction (which breaks language into "meaningless, abstract little pieces" such as letters and sounds) is counterproductive because it distracts the child from meaning. The central tenet of the Whole Language philosophy is that language is an indissoluble whole, whose purpose is the expression of meaning. Since reading is just another form of language, it should be learned the same way, by engaging the child's natural language-learning capability with 'authentic' meaningful texts. Focus on subskills such as letters and sounds only interferes with the essential purpose of communicating meaning.

Current linguistic and neurolinguistic research, however, demonstrates that spoken language is not an indivisible whole but a collection of distinct, but communicating 'modules' - syntax, semantics, phonology and morphology work together, but are distinct. Different 'modules' develop at different rates and are localized in different parts of the brain.

The Whole Language view that reading, like speaking, can and should be acquired naturally is also at odds with a number of facts. Spoken language is a human universal, as old as the human species itself. With specific parts of the brain evolved to deal with speech, children are born biologically equipped to acquire speech rapidly and early without the need for formal tuition. Writing, on the other hand, is a very recent cultural innovation. Even today, most of the world remains illiterate or semi-literate. As with the history of the species, speech in the individual develops first, reading much later, partly because, unlike speech, there is no reading 'center' in the human brain. Rather, reading is parasitic on systems that have evolved to deal with speech and vision. Learning to speak is, therefore, biologically primary in the same way as learning to walk or to perceive visual depth. Learning to read, in contrast, is biologically secondary like learning mathematics, chess or the piano.

In summary, Whole Language's eschewal of decoding is ill-founded. On the other hand, fluent readers obviously do not read by sounding out words letter by letter. The hallmark of the skilled reader is an impressive sight vocabulary permitting instant recognition of printed words. The research, however, clearly shows that the skilled reader's sight vocabulary is acquired not by guessing or selective sampling of the print but by paying careful attention to the letters in words *while appreciating the sounds these letters symbolize.* A small number of encounters with a new word being carefully decoded (and understood) seems sufficient for a normal reader to be able to recognize the same word later by sight. A major problem among dyslexics seems to be that poor decoding impairs their ability to memorize the visual forms of words, hence sight vocabulary is poor and spelling even worse. In short, there is no getting round the importance of decoding either for dyslexics or any other group of readers.

Whole Language's eschewal of decoding is ill-founded.

Implications For Teaching

The popular view that phonologically-impaired individuals may benefit most from whole-word visual instruction, whereas the visually-impaired learner is best taught with phonic-emphasis instruction, is thus seen to be untenable. Apart from the fact that research has not supported this 'compensatory-skills' approach, purely non-phonological, visual learning is a developmental non-sequitur given the fundamental phonological nature of orthography. Learning to read whole-word or 'Chinese-style' can be likened to memorizing large slabs of a telephone directory. Like printed letter strings, telephone numbers contain a small set of symbols arranged in strings of fairly uniform length. Unless all numbers are dialed correctly *and* in the right order, the connection will fail. So each string must be fully memorized. Unfortunately, there are no systematic or predictable relationships between these strings and their corresponding entries, so each of the many thousands of such associations must be painstakingly committed to memory. There may exist a few rare individuals (typified by the idiot-savant played by Dustin Hoffman in the film *Rain Man*) who are capable of memorizing entire telephone directories, but for a normal child learning to read, the absurdity of this task is obvious.

On the other hand, individualized instruction that capitalizes on a learner's strengths for the purposes of teaching essential phonological skills is another matter entirely. Analytic phonics methods (exemplified by the Hebrew-language Litaf reading program), which employ preliminary teaching of whole words as a springboard for introducing children to word parts (letters and sounds), may be a useful way to teach essential phonological skills. The distinction between instructional method versus instructional content is paramount. I have tried to summarize current scientific knowledge concerning the skills necessary for successful reading acquisition. This outline is a psychological, not pedagogical theory. It specifies *what* must be required, not *how* these skills are to be taught. The fact that phonic-emphasis programs of initial reading instruction (in English) are generally superior to meaning-emphasis programs is taken as support for the psychological importance of decoding skill, not as a prescription for teaching reading. Alternative approaches or others yet-to-be developed may prove superior to existing phonic-emphasis programs. For example, early writing as a pathway to reading may be particularly valuable because it obliges children to divide words into their component sounds and retrieve the corresponding letters. In addition to other advantages, writing therefore captures the two ingredients that research has shown to be critical for early reading: phonemic awareness and letter-sound knowledge. In the field of remedial reading instruction, research has also demonstrated that multi-sensory methods are especially helpful for disabled readers. The point here is not to promote a particular program but to suggest that there may be different ways to promote the essential phonological skills needed by disabled readers.

Another important point concerns the relationship between learning and instruction. The complexity of English spelling-sound relationships precludes the possibility of imparting this system directly to the novice. It follows that teachers can only provide simplified models of spelling-sound correspondence that offer the learner a functional scaffold for developing and refining this knowledge-base as they read. Initial one-to-one conceptualizations of letter-sound correspondence become gradually modified to reflect higher-order positional and contextual constraints as experience with print grows. This implies that teachers cannot teach children to read as such, only teach them how to teach themselves.

Conclusion

Because of the universal, phonological nature of writing systems, functional proficiency in decoding is inescapable if a child is to become literate. There simply is no alternative. To understand text - the central goal of reading - a child must be able to identify words accurately and effortlessly. This is the heart of the problem for dyslexics and many other disabled readers. There may be a multitude of ways to promote the required phonological skills needed, but there can be no getting round this fundamental necessity.

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Action research: the non-reader in the weak learners' class

Marcia Friedman

Background

In September 1995, I received a class of 12 9th-grade pupils who had begun as a group of non-readers and very low level readers in the 8th-grade. Three of these pupils had worked with *The Town of Five Oaks*. One had completed units 1 and 2; the other two had finished units 1 through 5. Three other pupils had worked with *Seven and Up*, and the remaining two with *Travel Through English*. Four additional students had been sent down from the *bet* group and they also worked with *Travel Through English*.

Books for the 9th-grade class were chosen based on pupils' level of achievement in 8th grade and the recommendations of their 8th-grade teacher. The pupil who had completed units 1 and 2 of *The Town of Five Oaks* was assigned units 3 through 5. The two who had completed units 1 through 5 of the series were assigned *Seven and Up*. The remaining pupils were assigned the heterogeneous-based *A New Leaf*.

Throughout this paper, the term non-reader is used to refer to the pupils working with *The Town of Five Oaks* and *Seven and Up*, because these learners have not yet mastered the technique of reading. They are still struggling with word recognition and occasionally with letter identification. In addition, their lack of basic vocabulary is so great that most of their 'reading' is initially an exercise in translation. In other words, they are 'new readers' immersed in the process of becoming readers. In contrast, all pupils working with *A New Leaf* have mastered the technical aspects of reading and have the basic vocabulary needed to read the texts in their book.

Deciding On A Topic

In my class there is a big gap between non-readers and readers. As David Eskey points out (1983):

> The word reading... is often used to describe both what beginners do when they are learning to read and what good readers do when they engage in fluent reading. But these two kinds of readers do very different things and thus have very different needs as they struggle to become better readers in our classes.

I would go further and state that not just fluent readers but also weak learners who are already reading at a low level have significantly different needs than non-readers. While the pupils in my class working with *A New Leaf* represent a number of low reading levels, their common ability to read enables them to be taught as a single unit. However, the gap in ability between readers and non-readers is so large that in order to teach all pupils, they must be addressed as two separate groups. I am not satisfied with this situation because it means that in each lesson when the needs of one group are being met, the needs of the other may not be. Clearly this is an unacceptable situation.

Issue Analysis

My aim is to deal successfully with the diverse range of pupil abilities in this class in order to enable each pupil to work at his or her own pace and level and to ensure that all pupils utilize class time to their fullest advantage. In other words, I want to create an environment in which pupils will not only work throughout the lesson, whether or not I am addressing them directly, but will also continue to progress on an individual basis. Thus, I must find a way (or ways) to teach a quarter of the class to read, while I simultaneously teach the readers and facilitate their continued progress.

Review Of The Literature

Because my primary objective is to meet the needs of all pupils in a class of both readers and non-readers, my review of the literature covered three separate but related topics. First, I tried to find sound pedagogical advice on how to instruct both these groups simultaneously. Second, because all pupils in the class are weak learners, I also consulted articles that summarized the qualities characteristic of this particular group of learners and the recommended techniques for teaching them. Finally, since the class population is highly heterogeneous, a review was made of the literature regarding the teaching of heterogeneous classes.

Teaching Readers And Non-Readers In The Same Class

As stated in *TEECH (Teaching English Effectively in Classes that are Heterogeneous,* 1994), schools must follow several guidelines set by the Ministry of Education Culture and Sport. One of these guidelines clearly states that:

> Non-readers will be identified as soon as possible and will be taught in a separate group. Schools need to provide special programs and additional hours of instruction.

Raphael Gefen (1986) argues that the weakest or less able pupils "should learn in a homogeneous framework, not in mixed heterogeneous classes together with their able fellows ..." This claim is supported by the findings of Rita Dunn (1994), who identifies eight qualities that characterize the learning style needs of the underachieving pupil. According to Dunn these pupils have a strong need for:

> (a) mobility at frequent intervals (b) a variety of instructional resources from which to learn (c) other than early morning classes (d) recognition of their high motivation (e) collegial rather than authoritative teachers (f) resources which introduce new and different information through their perceptual preferences (g) informal seating arrangements and (h) soft illumination.

Though Dunn does not address the issue of homogeneous versus heterogeneous classes, her findings strongly suggest that, as a result of their learning-style differences, underachieving pupils should learn in a separate, homogeneous environment.

In contrast to other educators, Kelly (1974) argues that both "the slow learner and the non-reader must ... be seen as an integral part of a mixed-ability class and not as a special case requiring separate treatment." Writing about the native-speaking learner in the native-speaker class, Kelly contends that while these pupils:

> need to be given intensive remedial help with their reading problems... this should not be done at the expense of the opportunities that can be offered them for working on what they can do and possibly can do well.

In fact, Kelly claims that taking these pupils out of the mixed-ability class "might merely aggravate the social and emotional factors that may lie behind the reading difficulties." Thus, citing primarily affective factors, Kelly advocates keeping both the slow learner and the non-reader in the mixed-ability or heterogeneous classroom.

It must be noted that because the focus of Kelly's work is the native speaker in the native speakers' classroom, it may very well be possible to keep these pupils in the mixed-ability class. It can be assumed that the pupils Kelly refers to have highly enough developed oral-aural skills to enable them to participate in and contribute to the class through listening and speaking. In contrast, the slow learner or non-reader in the foreign language classroom, though probably strongest in listening skills, does not possess the required ability level in any of the four language skills to maneuver in the heterogeneous foreign language classroom. In fact, Raphael Gefen (1986) points out that a reasonable amount of instruction in L1 is recommended for this type of pupil during the foreign language lesson. Thus, despite a cogent argument, Kelly's ideas do not seem to apply to the weak or non-reading English language learner in Israel.

The Weak Learner

A review of the literature reveals that weak learners require a different syllabus and that, in order for them to progress, their affective needs must be met. The weakest learners must therefore be provided with an appropriate syllabus. The differential syllabus that Gefen outlines addresses both the needs and the strengths of the weakest learners. Gefen claims that the weakest learners "cannot learn in the same way or at the same level or with the same objectives as their able fellows." He recommends a syllabus which emphasizes the receptive skills of listening and reading, with a greater stress on listening comprehension. In addition, he highlights teaching vocabulary (not grammar), teaching grammatical forms only when absolutely necessary and as isolated lexical items. Finally, he defends the use of the mother tongue in the classroom as a tool of instruction.

Several articles on weak learners also stress the importance of meeting the affective needs of the weakest learners. Gefen asserts that the weakest pupils have a "constant need for a feeling of success, an atmosphere of encouragement ... and ... they need to be convinced that their teachers have faith in their ability to learn." According to Gefen, when these needs are met, the pupils' "anxiety level will be lowered ... and they will at last have an experience of success in learning English." Like Gefen, Rachel Tal (1991) recognizes the necessity of providing the weakest learners with "a feeling of success and encouragement" and of relieving "tension and anxiety" in the classroom. Brenda Liptz (1993) also recognizes the importance of affective factors in the weak learners' classroom. While offering a wide range of practical suggestions and useful activities based on the Natural Approach to second language acquisition, Liptz makes a point of prefacing her educational tips with the following observation :

> The teacher's pleasant, positive attitude and confidence in the pupil's ability to deal with tasks set realistically within their realm will contribute to success - and nothing succeeds like success!

All pupils need encouragement, success, the faith of their teachers and acceptable levels of tension. However, Gefen, Tal and Liptz seem to suggest that the best way to meet the weakest learners' affective needs is to place them in a separate learning environment.

The Heterogeneous Class

Even without the presence of non-readers, the range of reading levels among readers in my class is enough to label the class as heterogeneous. The presence of the non-readers simply makes the class even more heterogeneous. It was, therefore, necessary to review the literature regarding the teaching of heterogeneous classes.

Judy Steiner (1994) identifies three main options for work in the heterogeneous class. "**Individualization** is an option which allows pupils to work according to their own level, their own pace and their own interests." Activities which enable pupils to work individually include work cards, extensive reading and dialogue journals. The second option is **Full Class Input - Different Tasks.** The premise underlying this option is that initially pupils receive the same input. Then, based on the common initial input, pupils can do either different amounts of the same task or different task types which correspond to different levels of difficulty. The third option for work in the heterogeneous class is **Group Work** which includes Jigsaw and S.T.A.D activities (1994).

Of the three options, the one most often recommended in the literature is the second: Full Class Input - Different Tasks. As an advocate of mixed-ability classes, Kelly states a need for "the provision of the same resource material at several different levels of complexity to cater for the different levels of reading skill that we will find in any mixed-ability class." Patty Hemingway (1994) provides "A Framework for Lesson Planning" which, though it includes individualized and group work activities, is overwhelmingly dominated by tasks that are based on either different amounts or different levels of difficulty. The same preference is espoused by Luke Prodromou (1989). Prodromou is champion of the 'open-ended exercise' which "allows learners to work in their own way at their own pace within the framework of one and the same lesson." Examples of open-ended exercises include prediction activities, ordering or ranking, and labeling pictures. According to Prodromou, "the teacher's job has been to provide choice, and to facilitate conditions where the class works together on a unified task, but as individuals, in their own way." Penny Ur takes the Full Class Input - Different Tasks option one step further (1994). Instead of focusing solely on individual activities, Ur insists that the heterogeneous class requires "two syllabuses, a compulsory minimal one and an optional extended one." She goes on to explain that "exercises should be do-able by all members of the class to an acceptable level ... " In other words, she recommends that exercises of either different amounts or different levels of ability be made available to the pupils.

Developing A Plan Of Action

Based on all the reading, the non-readers should have been removed from the class and given intensive remedial instruction as a separate group. However, since that was not and still is not a possibility, the next best option was to use both the techniques recommended for the homegeneous weak learners' class and those common to the teaching of heterogeneous classes. The hope was that by utilizing two separate approaches and, if possible, by occasionally combining elements of each, the needs of all the pupils as weak learners would be met, as would the needs of all the pupils, both readers and non-readers.

Action

First, the recommendations for teaching weak learners in this class: Non-readers worked primarily on reading and listening skills, focused on vocabulary building and learned grammar in context as lexical items. In addition, each pupil was given a tape of the book s/he was using. It was hoped that pupils would be able to use headphones to work on listening and to listen as they read during the lesson. Due to technical problems, that has not yet been possible. However, these pupils have had to listen to the tapes as part of their homework.

Being weak learners, the readers also worked primarily on reading and listening skills. However, though contextualized and connected to their reading, the grammar instruction was a little more abstract. While *A New Leaf* has a tape for practising listening skills, additional listening has been done in conjunction with reading, as these pupils love being read aloud to as they follow along with the text in front of them. (The need to read aloud to very weak learners as they follow the written text is highlighted by Sheila Sar-Shalom (1993).

The same principles regarding affective factors were applied to all pupils in the class. In order to encourage them, I worked at their pace (as opposed to setting the pace). This means that a pupil who wants to spend the whole week working on one page of reading is permitted to do so - provided s/he truly works. Classwork has not been graded, but rather checked and commented on. The pupils really enjoy reading the comments and, if the work has been unsuccessful, it is far easier to provide an encouraging, positive comment than a positive grade. Moreover, in an attempt to alleviate anxiety regarding exams, all pupils in the class are told which pages to study for the exam, and given sample question types and review exercises.

Second, techniques used to teach heterogeneous classes: I have tried to blend the options of Individualization, Full Class Input - Different Tasks and Group Work. While each pupil may work on their own level with their own book, pupils working on the same level can also work together. Thus, the two using *Seven and Up* can work individually on the same or different material, or engage in pair work and help each other master the same material. In this way, group work is employed in an individualized manner. (However, the pupil using *The Town of Five Oaks* always sits with the other non-readers when we do group work, as it would be inexcusably cruel to isolate her when all the other pupils have the option of working in a group.)

Individualization is employed in the extensive reading program. Following a class trip to the school library during which each pupil chose a book, we began to do extensive reading in class twice a week - 10 minutes each time, as this suited the pupils' attention span better than a single 20-minute session. The advantages of the extensive reading program are numerous. As Constance Chubb (1991) points out, "The reading period is spent reading silently, not talking and doing exercises." Pupils can read materials that interest them, and do so at their own level and their own pace. This last point is critical for weak learners and non-readers.

Full Class Input is an impossible option for this class. If the whole class is to participate, input will be too easy for three quarters of the pupils. However, this technique is the basis of *A New Leaf*. Each unit begins with a "Whole Class" section and contains four different "On Your Own" follow-up sections, which correspond to four different levels. Thus, while the non-readers work on their own, it is possible to work with the rest on the "Whole Class" section, and when, alone or in groups, the readers do the "On Your Own" sections, I can work with the non-readers.

Group Work activities as sophisticated as Jigsaw and S.T.A.D. haven't been attempted; however, at least once during each lesson, the pupils work in groups. Work cards will be used with this group once we have them.

Observation

By keeping a journal (see Appendix) of my lessons, I could keep track of what both readers and non-readers did during each lesson. I hoped that by recording the lessons and my reactions to them in a journal, I could later identify both successful and problematic patterns in the lessons. Journal entries were made immediately after each lesson when possible, or at the end of the teaching day before I left school.

Evaluation

I feel my action plan was only partly successful. I have succeeded in creating a classroom environment in which all pupils can utilize each lesson to their fullest advantage. I have used techniques that enable pupils to work at their own pace and at their own level - to work both in a heterogeneous class and in small homogeneous groups. In addition, despite initial difficulties, the extensive reading program is slowly succeeding. More and more pupils are responding to it positively instead of as a waste of time and a chore. I even discovered once, on entering the classroom, that all pupils were already engaged in silent sustained reading. Finally, in spite of all the difficulties entailed in having both readers and non-readers together in the same class, some pupils are enjoying a new level of academic success in English.

However, I am still not satisfied because I feel every lesson to be a delicate balancing act between readers and non-readers in the class. In other words, I still cannot address the class as one group. When I begin the lesson with the readers, the non-readers do not know what to do and talk or are disruptive. So I usually begin by giving the readers a short activity while I set the non-readers up for the lesson. When they proceed with work, the readers get full class input. Then, when they're ready to work in groups, I check on the progress of the non-readers and try to help them. After that, I make the rounds of the reading groups to see how they are progressing and offer assistance. While the readers work best in groups (whether I work with them or not), the non-readers often have legitimate difficulty working without my guidance. Thus, instead of working, they will talk until I can get to them. As a result, one of the most successful activities with the readers - reading aloud to them - can be done only sparingly, or the non-readers will eventually disrupt the activity. Furthermore, time passes so quickly during each lesson that while I almost always get to each group, I rarely manage to give each the attention it wants and deserves. In short, there remains room for improvement.

Conclusion

Based on my findings, I have learned that even the most disparate group of pupils can learn and progress in the same classroom if a delicate balance is kept between the principles of instruction applicable to a homogeneous class and a variety of heterogeneous teaching techniques. However, success comes slowly and, I believe, at great cost to all pupils, and especially to the non-readers. I am convinced that the Ministry's policy regarding non-readers is not only pedagogically sound but also ethical and just. I am, therefore, pleased to report that the three non-readers in the class are now taken out of one lesson a week to work with a Sherut Leumi volunteer. Though she is not a professional teacher and though it is only once a week, she can at least give these pupils the sort of intensive individual attention that they so desperately need. Hopefully, with professional guidance, she will be able to help these pupils move from the status of non-readers to reading learners.

As a result of this project, I intend to raise the issue of non-readers in the weak learners' class with my English teaching colleagues. I hope that together we will find an economically viable option for the handful of non-reading pupils who enter our classes every year. Then, perhaps, instead of falling further and further behind their weak-but-reading peers, these non-readers will be given the kind of program that enables them to master the technique of reading in English. It is sincerely hoped that, as a result, they will be able to enter the weak learners' class with confidence and self-esteem.

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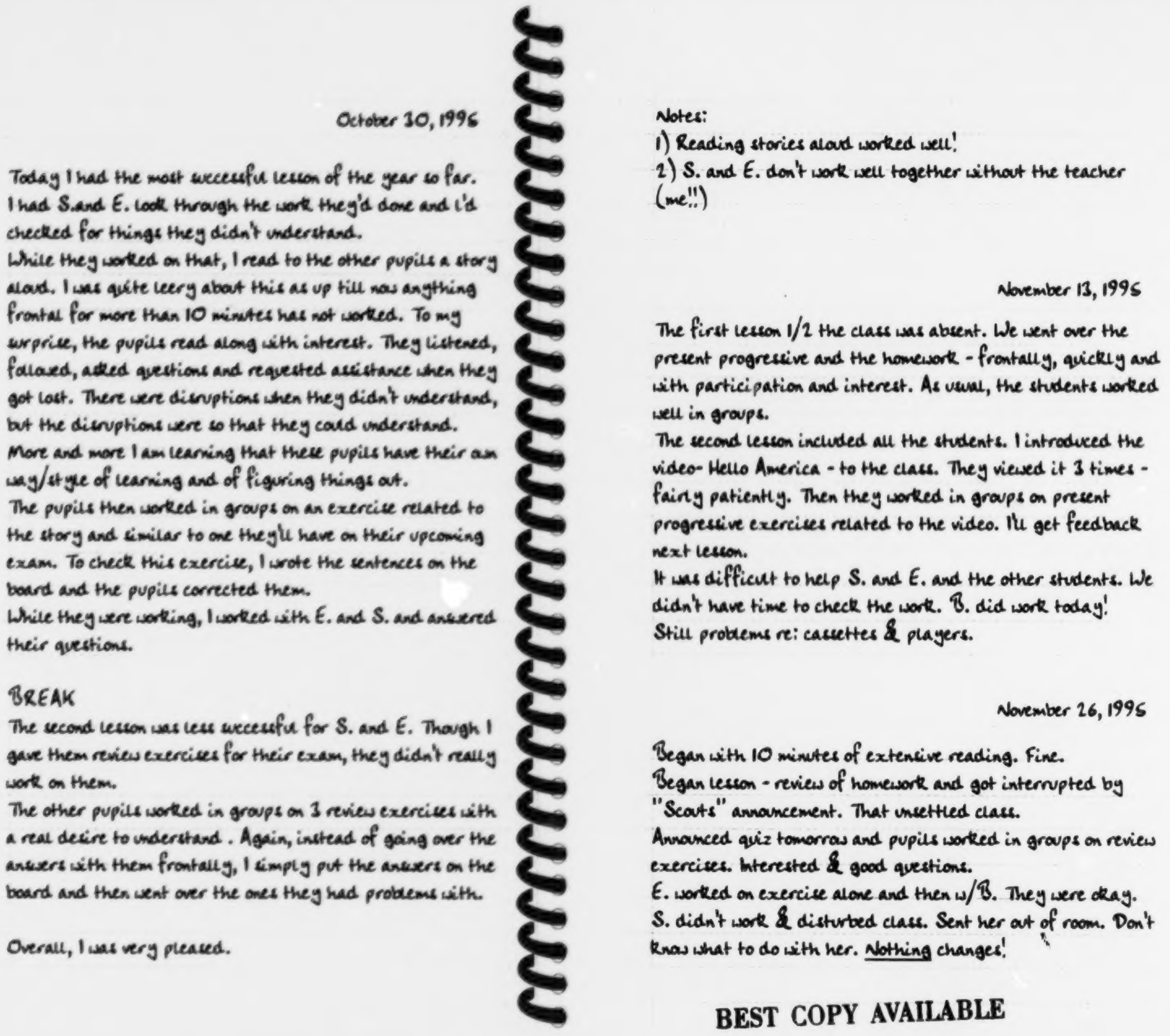
Appendix: sample entries from the action research journal



October 30, 1996

Today I had the most successful lesson of the year so far. I had S. and E. look through the work they'd done and I'd checked for things they didn't understand.

While they worked on that, I read to the other pupils a story aloud. I was quite leery about this as up till now anything frontal for more than 10 minutes has not worked. To my surprise, the pupils read along with interest. They listened, followed, asked questions and requested assistance when they got lost. There were disruptions when they didn't understand, but the disruptions were so that they could understand.

More and more I am learning that these pupils have their own way/style of learning and of figuring things out.

The pupils then worked in groups on an exercise related to the story and similar to one they'll have on their upcoming exam. To check this exercise, I wrote the sentences on the board and the pupils corrected them.

While they were working, I worked with E. and S. and answered their questions.

BREAK

The second lesson was less successful for S. and E. Though I gave them review exercises for their exam, they didn't really work on them.

The other pupils worked in groups on 3 review exercises with a real desire to understand. Again, instead of going over the answers with them frontally, I simply put the answers on the board and then went over the ones they had problems with.

Overall, I was very pleased.

Notes:

1) Reading stories aloud worked well!

2) S. and E. don't work well together without the teacher (me!!)

November 13, 1995

The first lesson 1/2 the class was absent. We went over the present progressive and the homework - frontally, quickly and with participation and interest. As usual, the students worked well in groups.

The second lesson included all the students. I introduced the video- Hello America - to the class. They viewed it 3 times - fairly patiently. Then they worked in groups on present progressive exercises related to the video. I'll get feedback next lesson.

It was difficult to help S. and E. and the other students. We didn't have time to check the work. B. did work today!

Still problems re: cassettes & players.

November 26, 1995

Began with 10 minutes of extensive reading. Fine.

Began lesson - review of homework and got interrupted by "Scouts" announcement. That unsettled class.

Announced quiz tomorrow and pupils worked in groups on review exercises. Interested & good questions.

E. worked on exercise alone and then w/B. They were okay.

S. didn't work & disturbed class. Sent her out of room. Don't know what to do with her. Nothing changes!

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A critique of recent trends in EFL teaching

Marianne Newman

I have become increasingly aware of new catchwords taking over our professional jargon. Some of these terms are *whole language, sustained silent reading, authenticity* and the *natural approach*. It seems foolhardy to believe that there is one system which will solve all the problems which we as English teachers face in the turbulent Israeli classroom. No matter how much research is done, we will never discover the perfect system that will turn all our students into happy, motivated, successful people.

As a child in 4th grade, I was introduced to English as a foreign language (EFL) through what was then called the *natural method*. It was not until four years later, when the system was replaced by the traditional *grammar-translation* method, that the language began to make sense to me. Only then did I realize that the little word 'the,' so frequently used, was the definite article. During my four years of immersion in the language, I had not deduced this myself. I bring this personal example to show the fallacy of the theory that if something is repeated often enough in a logical context, it will be understood by the learner. The new emphasis on *sustained silent reading (SSR)* will do wonders for the learner who enjoys solitary, abstract activities. However, it will not automatically enhance his/her communicative skills, as witnessed by so many Israelis who are fluent readers but feel unable to speak. The student who needs 'to do' in order to learn might never derive much benefit from *SSR*. For such a student, it might be more advantageous to read short passages interspersed with other activities.

The human brain is divided into two hemispheres. These two spheres control different brain functions which influence the ways we perceive the world. Some people relate better to the world through the right side of their brain. They respond more easily to the gestalt, the metaphor and the image. They rely on intuition and a 'sixth sense' for what is right. Others, the 'left brain people,' depend on a logical step-by-step approach to life. They need structure and recognizable patterns to function. As our classrooms are made up of both types of people, we have to teach with a *whole brain* approach, where each class session incorporates activities that appeal to both sides of the brain.

As our classrooms are made up of both types of people, we have to teach with a whole brain approach, where each class session incorporates activities that appeal to both sides of the brain.

Even though most of us favor one side of the brain over the other, the fact is that we have one whole brain. The better we know how to integrate the two sides of our brain, the richer and more varied our choices in life will be. A student should be encouraged to function in areas that do not come to him/her spontaneously. The new approach to EFL seems to favor the right-brain learner at the expense of the left-brain learner. In adopting such a system, half of the student body will be shortchanged, and no overall gain will be achieved. *Immersion, whole language, authenticity* and *SSR* can enrich our repertoire of EFL teaching methods.

However, there is still a need for grammar explanation and structured situations in which the student is asked to produce specific language in a controlled environment in order to reinforce a particular pattern.

In order to create a dynamic EFL classroom, we have to suspend disbelief. When the teacher points to a table upon which s/he has placed three pencils, two erasers and one pen, announcing that there is a table in the room upon which there are pencils, erasers and a pen, s/he is using authentic language. The situation, however, is not authentic, as s/he is expressing the obvious.

The teacher's intention is to focus the student's attention on the grammatical structure, 'there is/there are.' S/he must now create a **situation** in which there is a genuine need to explain what there is on the table. At this moment, s/he can magically transform her formica table top into a sultan's podium where grateful subjects come to place their offerings. Indeed, these might be pencils and erasers, but in the imaginary world that has been created they are exquisite pearls and rich silks. The **situation** demands that we verbalize what has been displayed; otherwise no one would know. The controlled and structured language used in this situation is authentic within its own setting.

When adopting a methodology, it is important to remember that each student has an individual learning style based, among other factors, on right/left brain tendencies. Some students learn best by doing, others by social interaction, and yet others by analyzing.

Each of the following assignments based on the short story, *'Mr. Know All'* by Somerset Maugham, would be appropriate for one of these learning styles:

1. Prepare a poster advertising different activities scheduled to take place on board the ship. Give a short description of each activity, when and where it will take place, and who is organizing it.

2. Role-play an evening around the dinner table on board ship. The narrator, the doctor, Mr. Keladar and Mr. Ramsay are present. Mrs. Ramsay comes to the table late.

3. What motivated Mr. Keladar to behave as he did toward Mrs. Ramsay? What do you think of his action? How would you have acted?

When searching for ways to improve our teaching, we should take a look at age-old methods of imparting knowledge. Storytelling, repetition through chanting, memorizing and logical analysis all have their place in EFL teaching alongside *SSR* and the *Whole Language* concept. We cannot afford to favor one type of teaching, just because it is fashionable. Our classrooms are full of youngsters, each with a different mind, who deserve to be taught appropriately. *Whole brain* teaching, with a proper integration of the four language skills and a balance between creativity and rote learning, is what is needed.

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K-W-L: a strategy for active reading

Rananah Gold

Current research indicates that reading comprehension is a process of constructing meaning from the text. This process begins before the reader actually starts sustained reading and contines during and after reading. The effective reader is a learner who is actively working and choosing from a repertoire of learning strategies to construct meaning from the text.

The thinking, reading and writing behaviors may follow this time frame:

- Before reading, readers select a specific strategy or strategies appropriate to the task and objective.
- While reading, readers monitor their comprehension and the success of the selected strategy, adjusting it as needed.
- After reading, readers summarize, clarify ideas, complete information gaps and participate in a variety of activities which may include discussion or writing.

The effective teacher is one who:

- demonstrates strategies that pupils are expected to acquire
- guides pupils to independence in practicing such strategies, and
- helps pupils organize and interpret information.

A strategy for active reading which can be taught both on the junior high and high school levels is known as K-W-L. K-W-L is a strategy which models the thinking needed when reading expository texts. The letters K-W-L stand for three activities in which pupils participate. Using a three-section chart, pupils:

- recall what they KNOW
- decide what they WANT to learn, and
- identify what they have LEARNED.

K-W-L can be used with expository texts in all content areas. It relates a person's knowledge to what is being read, and provides a visual framework for organizing information. It helps pupils realize that effective readers ask questions and think about the text while reading. In addition, it guides pupils in setting their own purposes for reading and making predictions about the expository text.

Teacher Preparation

1. Choose an appropriate expository text. The level should be one which a majority of the class can deal with without great difficulty.
2. Select a key concept which will generate information important to the text.
3. Prepare pupil strategy sheets like these:

Junior High Level

K (Know)	W (Want to find out)	L (have Learned)

High School Level

K (Know)	W (Want to know)	L (have Learned)

4. Write a group chart on the board or on an overhead transparency, like this:

Group Strategy Chart

K **What we KNOW**	**W** **What we WANT to find out**	**L** **What we LEARNED and still need to know**
Categories Of Information We Expect To Use **1.** **2.** **3.**		

Instruction

1. Begin step K by having pupils brainstorm what they already know about the key concept. Stimulate pupils' thinking during brainstorming with probing questions.
2. Record the information students volunteer in the K column on the group chart.
3. Help pupils categorize their information.
4. Ask pupils to predict categories of information they expect to find in an article on this topic.
5. Give pupils worksheets and ask them to list what they already know about the key concept. Weaker pupils can copy the group chart, others will add additional information.
6. Begin STEP W by asking pupils to think about what they have written and to decide what they need to find out about the topic.
7. Have pupils write several questions they want answered in the appropriate column.
8. Record results of the group in the W column of the group chart.
9. Ask pupils to read to find answers to their questions and write them in the L column on their worksheets.
10. Hold a summary discussion for STEP L. Record what pupils learned and what information is still needed to complete the project.

Additional points:

1. Brainstorming: Allow a specific amount of time for pupils to brainstorm silently on their own webs. During brainstorming, pair work is a good option for weaker pupils.
2. Weaker pupils may be allowed to write their 'want to know' questions in Hebrew and their answers in English.
3. Concept mapping: Pupils may use the title of the article at the center of their map and the categories developed as the map's major concepts. All the information listed under L acts as supporting data. The finished map may be used to write a summary in pupil's own words.

Application

The following chart shows a ninth-grade reader's K-W-L worksheet for an article on killer whales. In my experience, the K-W-L strategy helps pupils develop a more active approach to reading expository material. They become involved in finding answers to their own questions, rather than simply filling in the required answers on the teacher's worksheet. This strategy combines the benefit of group instruction and thought with individual work. It emphasizes the importance of prior knowledge in determining how readers interpret what they read, and gives pupils a strategy which can be used independently when reading content material.

Group Strategy Chart

K	W	L
They live in oceans. They are dangerous. They eat each other. They are mammals. **Categories of Information** Description Food Location	Why do they attack people? How fast can they swim? What kind of fish do they eat? How do they look? How long do they live? How do they breathe?	D - They are the biggest members of the dolphin family. F - They eat squids, seals and other dolphins. A - They have good vision underwater. F - They are meat eaters. D - They breathe through holes. A - They don't attack unless hungry. D - They are warm-blooded. A- They have sonar location. L - They are found in oceans.

Final categories developed for column L — information learned about killer whales:
A = abilities, D = description, F = food, L = Location

From: Carn, Eileen and Ogle, Donna (1987). "K-W-L Plus: A Strategy for Comprehension and Summarization." *Journal of Reading*, 628.

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The learning log as an integrated instructional assessment tool

Beverley Topaz

Giving students the opportunity to evaluate their own progress requires learners to utilize a variety of metacognitive skills. Students performing self-evaluation understand their goals for learning and monitor their success in achieving these goals. Furthermore, they monitor their comprehension while they are learning, review the processes they used, and evaluate the success of their learning upon completion of an activity. By using a learning log, learners are encouraged to analyze their learning difficulties and to identify a plan for overcoming them. Learners can reflect on their learning and develop an individual action plan for working on areas which need assistance.

When placed in a portfolio, learning logs can be used to analyze growth and development. Teachers can review the logs from time to time, discuss improvements and comment on techniques to overcome difficulties. As with all student self-evaluations, the logs can be used for joint teacher-student discussions and planning. Parent-teacher conferences are enriched by having qualitative data as a basis for discussing students' growth, strengths and weaknesses.

Recent theories in second-language acquisition advocate a holistic, learner-centered approach to language instruction. An implication of this principle is that language skills be integrated. In integrated language instruction, an organizing theme is identified which unifies a variety of language activities. Thematic units provide opportunities for learners to connect prior experiences and skills with new information (see Oxford & Scarcella, 1992). Assessment should be an integral component of the instructional planning of thematic units. The use of learning logs as an assessment tool empowers students to analyze, assess and plan for their own development.

One framework for instructional planning which I have found beneficial in integrating assessment with instruction is the *Focus Wheel*, designed by the Australian Curriculum Development Centre. I have included here a completed *Focus Wheel* on the Peace Process, the theme set by the Ministry of Education for the 1995/96 school year. Any other theme could of course be used as the organizing focus.

One of the assessment components of this unit is a learning log I adapted from Chamot and O'Malley's model (1994) to be used on completion of the unit. This helped me monitor learners' progress, and provided feedback on the instructional activities in the unit. It was also invaluable in helping me identify individual needs and interests.

I have no doubt that the learning log is both a useful and painless assessment device certainly more enjoyable for both students *and* teachers than tests!

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UNIT EVALUATION: Complete a Learning Log About The Peace Process

Name: ____________ Date: ____________

Complete the learning log for this unit. Check the items that you know or can do, then answer the questions.

LEARNING LOG

VOCABULARY

I can explain the meaning of the following words:

- ☐ hostility
- ☐ commitment
- ☐ generation
- ☐ population
- ☐ ceremony
- ☐ treaty
- ☐ breakthrough
- ☐ resolve
- ☐ declaration
- ☐ brotherhood

KNOWLEDGE ABOUT THE PEACE PROCESS

I can:

- ☐ enjoy poetry and songs about peace
- ☐ answer questions about the peace process
- ☐ describe the historical and cultural background of the conflict
- ☐ describe the characteristics of a newspaper article and distinguish facts from opinion
- ☐ identify on a map the parties involved in the process
- ☐ discuss the obstacles to peace
- ☐ express my own opinion about the peace process

LANGUAGE

I can:

- ☐ discuss and share information about the peace process
- ☐ listen to songs and read texts about peace
- ☐ correspond with teenagers from neighboring Arab countries
- ☐ make a time graph about the events leading up to the present
- ☐ write and share a poem, a song or a word puzzle about peace

LEARNING STRATEGIES

I can:

- ☐ use my prior knowledge about the conflict in the Middle East
- ☐ predict what may happen in a newspaper article
- ☐ summarize, ask questions, identify difficulties and predict while I read
- ☐ use a time graph
- ☐ work cooperatively with my classmates

SOCIAL LANGUAGE SKILLS

I can:

- ☐ communicate appropriately with adults and peers
- ☐ avoid cultural misunderstandings
- ☐ be sensitive to different cultural norms

THINK ABOUT YOUR LEARNING

☹ ☺ 😐

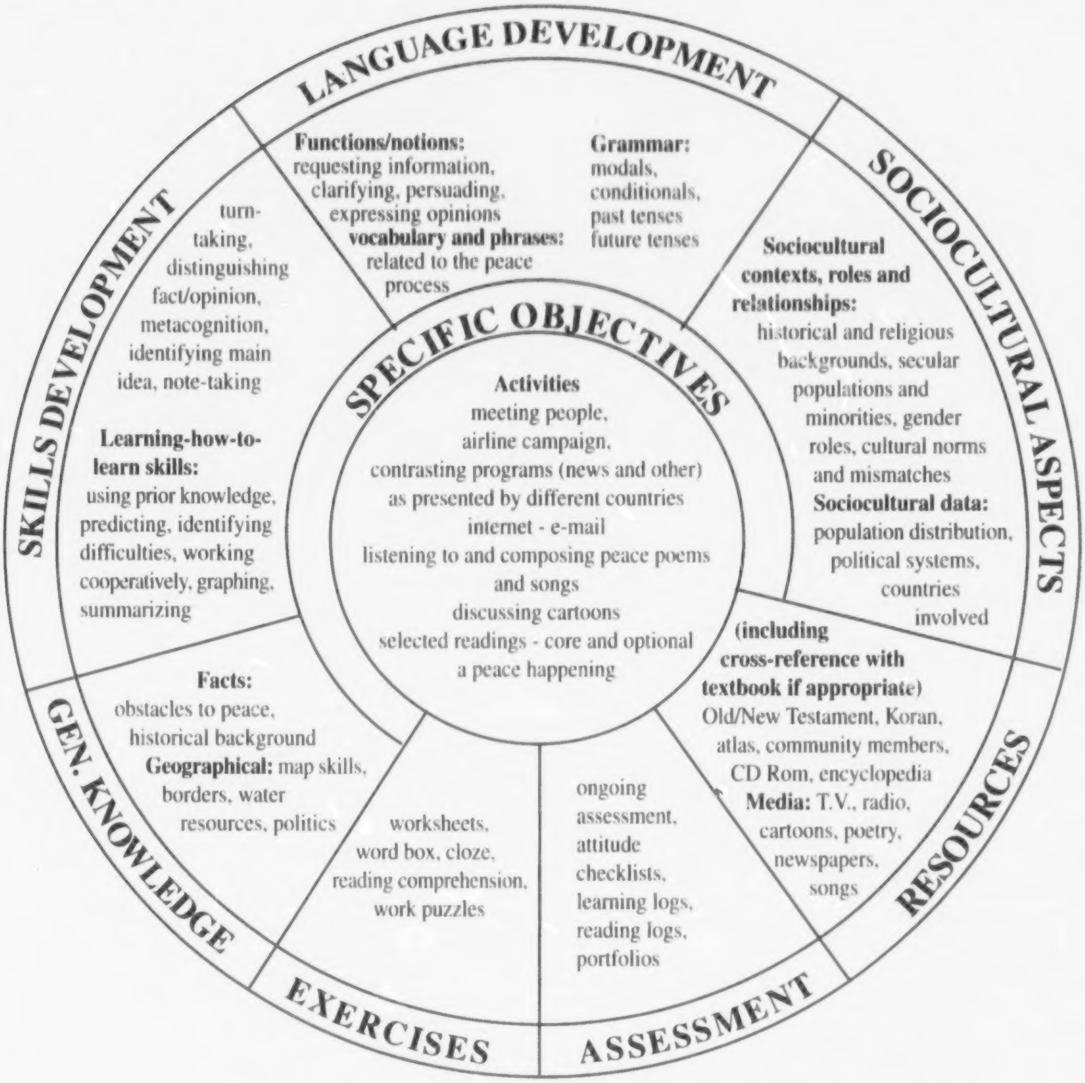
A. How successful do you feel about learning the different parts of this unit?
Rank how you feel on a scale from one to five.
(1 = not very successful, 5 = very successful)

1. Vocabulary
   1 2 3 4 5
2. Knowledge about the peace process
   1 2 3 4 5
3. Language
   1 2 3 4 5
4. Learning Strategies
   1 2 3 4 5
5. Social Language Skills
   1 2 3 4 5

B. Think about your learning and complete the sentences:

1. I learnt the following in this unit:
2. I found the following difficult:
3. I am going to learn what I found difficult by:
4. The most interesting aspect of this unit was:

Beverley Topaz
District Inspector of English
Tel Aviv


LANGUAGE DEVELOPMENT
Functions/notions:
requesting information,
clarifying, persuading,
expressing opinions
vocabulary and phrases:
related to the peace
process
Grammar:
modals,
conditionals,
past tenses
future tenses
SOCIOCULTURAL ASPECTS
Sociocultural
contexts, roles and
relationships:
historical and religious
backgrounds, secular
populations and
minorities, gender
roles, cultural norms
and mismatches
Sociocultural data:
population distribution,
political systems,
countries
involved
RESOURCES
(including
cross-reference with
textbook if appropriate)
Old/New Testament, Koran,
atlas, community members,
CD Rom, encyclopedia
Media: T.V., radio,
cartoons, poetry,
newspapers,
songs
ASSESSMENT
ongoing
assessment,
attitude
checklists,
learning logs,
reading logs,
portfolios
EXERCISES
worksheets,
word box, cloze,
reading comprehension,
work puzzles
GEN. KNOWLEDGE
Facts:
obstacles to peace,
historical background
Geographical: map skills,
borders, water
resources, politics
SKILLS DEVELOPMENT
turn-
taking,
distinguishing
fact/opinion,
metacognition,
identifying main
idea, note-taking
Learning-how-to-
learn skills:
using prior knowledge,
predicting, identifying
difficulties, working
cooperatively, graphing,
summarizing
SPECIFIC OBJECTIVES
Activities
meeting people,
airline campaign,
contrasting programs (news and other)
as presented by different countries
internet - e-mail
listening to and composing peace poems
and songs
discussing cartoons
selected readings - core and optional
a peace happening

Young radio amateurs speak English

Bilha Freund

In my many years as a school teacher, I have learned that the best way to make a student study more willingly is to create a new interest or an extraordinary stimulus every now and then.

The Young Radio Amateurs Project, conducted at the Katznelson Elementary School in Holon, is an example of such a stimulus.

It began a year ago, when two experienced radio amateurs, IDF signalers, established a radio station in our school and have been running it ever since. Students quickly became attracted to the idea of station courses for 7th and 8th graders, and very soon our students were having long, fascinating conversations with radio amateurs around the world. Obviously, all conversations were in English!

With the idea becoming more and more popular, I realized its potential as a tool for motivating use of English. The formula actually 'flashed' before my eyes: a fascinating hobby + contact with people around the world + making new friends and in English = if you can't speak English, you can't play the game. That's how this project was born.

The next step was to define the goals of the project and how to operate it. I also needed lesson plans appropriate to the different ages of the students, suitable material (I started from scratch) and to coordinate project activities between professionals and course guides. In short, it was essential to prepare the framework in which the project would operate.

The goals of the project were:

a. learning spoken English by using it to talk to radio amateurs around the world
b. a real and immediate demonstration of the importance of English, as a universal language
c. motivating students to improve their English in order to join the course
d. focusing on the importance of modern modes of communication
e. deepening students' knowledge in any area of interest in order to talk about it over ham radio. This prompts students to seek out knowledge and information, and study topics which arise during conversations with radio amateurs around the world.
f. creating a new pathway for students to learn language outside the classroom, through unconventional methods
g. teaching spoken English to smaller groups of students, enabling the teacher to give more individual and intensive attention to each student
h. enabling students to discover they are creative and imaginative.

We set about creating the project in six stages. The first stage was to inform students and organize those interested in taking part into groups according to age.

Next was studying the technical aspects, related to operating a radio station. Third, I made flash cards of the appropriate dialogues for making radio connection. Then, I directed students to write dialogues and themes for conversation in areas which interested them. We then practiced ham radio pre-operating drills on the conversation topics students had prepared. Only then did we make our first real contacts.

Since the project is designed for the younger classes (4th to 6th graders) as well, whose English is still weak, I had to spend most of my time creating elementary dialogues, teaching new vocabulary and using it in conversation. As there was little teaching material available, I had to write most of it myself.

Presentation was problematic because short sentences are used for communicating over ham-radio. I decided that the easiest way to present this material is by flash-cards of short dialogues on many different subjects. I also created worksheets with drawings and built learning games in various fields for visual demonstrations.

The main problem in running the project was the time frame. I was authorized to allot two school hours a week. I ended up using every free hour in school and many hours at home. A project of this kind, designed for several age groups in different classes, requires a great deal of time.

Working with the station operators was also a problem, since the radio station at our school is operated in small groups. Cooperation between myself and the operators has not always worked well; this is not their fault, since the framework in which we were supposed to work has not yet been clarified.

Other problems were scheduling, because of the regular school/classroom hours, and lack of sufficient financial resources. To build an appropriate back-up of written materials, QSL's, logbooks, symbols, flags, maps and so on, a budget is necessary.

During its first year of implementation, the amateur radio project captivated the imagination of many of our pupils. Using authentic English to establish contact with radio amateurs abroad became a true celebration!

α	**Alfa**
	Bravo
Δ	**Delta**

Bilha Freund
Katznelson School
Holon

English day - a whole day of English

Yehudit Od Cohen

English Day at our school in Karmiel this year was quite different from previous years. The difference was made by Whole Language.

As always, Karmiel's entire English team was recruited to find a topic, build activities, write the English Day show which begins the event, and get students into the spirit and mood of the day, with each school then creating its own version.

We started by inviting students and their parents to an English evening, where we introduced Whole Language as a way for students to appreciate language through literature in a joyful and rewarding way.

This year, however, our school implemented Whole Language strategies during English Day. We involved parents, staff and students in planning the day's format, selecting activities, writing the show and operating the stations. According to Goodman, teachers should not hesitate to involve parents in teaching language as a whole, because "they appreciate hardworking teachers who respect their kids, and who know what they are doing." Although "... Whole Language involves a humanistic/scientific knowledge base, there are no great mysteries in it. ... You are treating them, their language and their life experiences as inseparable wholes."

We started by inviting students and their parents to an English evening, where we introduced Whole Language as a way for students to appreciate language through literature in a joyful and rewarding way. We then demonstrated some of the strategies we use in school, such as Read Aloud, reading for pleasure, storytelling and writing. Parents enjoyed hearing their children read stories, jokes, poems, ads and articles they had written in their English lessons. After explaining the objectives and format of the day, we began planning it. In groups, with students sitting alongside their parents and teachers of other subjects, we selected the day's topic and activities. It was decided to offer a series of fun activities around the topic "Back To The Sixties", from which students could choose. It was also decided to have a whole day of English, starting with an English Day show.

In further meetings, all ideas for activities were collected, with about a dozen finally selected for English Day. Since the element of choice is an educational value, students chose which activities they wanted to work on during the day. Thus we had two movie stations, where students could choose between *The Sound of Music* and *The Jungle Book*; a Read Aloud session with the book *The Sesame Street Pet Show* representing the beginning of television; a *Fashion of the Sixties* station, where students could learn about clothing of that period through authentic materials, such as *Vogue* fashion magazine, and through real clothes selected or made by a group of parents. We also provided students with a comics station, with Charlie Brown stories.

A *Dancing in the Sixties* station was tremendously popular as were a *Games* station and a *Technology* and *Science* station, where students learned about space flights and the moon landing. We also had a *Free-writing* station, where students were invited to write their impressions of that period. Students became journalists for the day and produced articles, interviews, posters and ads, which were put up on our Wall Newspaper in the center of the school. Finally, since Karmiel was founded in the sixties, we had a station where students could learn about the beginnings of our city, and make the link to the central theme of this year: One hundred years of Zionism.

A group of Young Judea volunteers doing community service in Karmiel gave our English Day an authentic flavor of English language and American culture. They had joined the Karmiel educational system as assistants to English teachers, and so naturally joined our English Day as group leaders and station operators. Another Young Judea contribution was the Radio Station they operated during the day, playing music and giving background about bands and singers of that time.

We see our annual English Day as an opportunity to bring English to life, to integrate authentic material in language learning, to present English as an enjoyable school subject and to implement educational values and beliefs in teaching the language as a whole. We took tremendous pleasure in involving parents and students in planning the day and in operating the stations. Drawing on parents' life experiences proved incredibly successful.

References:

Goodman, K. (1986). *What's Whole in Whole Language?* Heinemann. Portsmouth, N.H:

Yehudit Od Cohen
Hadekel School, Karmiel
Counselor, Northern District

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Book Reviews

THE WHOLE LANGUAGE EVALUATION BOOK

Ken Goodman, editor

With Whole Language changing the approach to language teaching, teachers must change the way they evaluate and assess their students. In *The Whole Language Evaluation Book*, Ken Goodman has collected a number of articles that explore different ways of evaluating students. The highly informative contributions give samples of evaluation forms for student assessment as well as relaying teachers' personal stories of their Whole Language classroom experiences, on levels ranging from elementary to adult education. The book begins with accounts of how to document writing and reading development at kindergarten level. Middle-grade level is explored next, along with discussion on how to help students evaluate themselves as readers and writers. Sample letters concerning parental input in classroom activities and programs are included. For junior high and high school, the book discusses ways for students to research and investigate, instead of simply memorizing facts, and provides a sample system for assigning credit. The final section deals with instructional strategy for adult readers.

The book contains sufficiently detailed description to give teachers a clear picture of how to turn theory into practice. A description of an 8th grade Whole Language class, for example, provides teachers with samples of observation forms. Other practical ideas are drawn from Whole Language evaluation on a Navajo reservation, case studies of a 2nd-grader and of a late bloomer, a look at inventive spelling and a reminder that reflective teaching is an important process which cannot be ignored.

Goodman's careful selection has something for everyone, with from-the-field experiences offering teachers the practical side of evaluation. This volume is highly recommended as a teachers' source book.

Reviewed by: Shoshana Akstein

THE INTERNET GUIDE FOR ENGLISH TEACHERS

Dave Sperling

Dave Sperling's *The Internet Guide for English Language Teachers* (Prentice Hall Regents, 1997) is an amazingly useful book. When not next to the computer, it should sit next to its predecessor, *E-Mail for English Teaching* by Mark Warschauer (TESOL, 1995). In many way, Sperling's work is a follow-up to the previous e-mail book. While Warschauer's treatment of classroom procedures is thorough and informative, his on-line references are now out of date. Sperling spends less time on the *how to* and focuses on the *where to*, updating Warschauer's lists of URLS, e-mail and snail mail addresses.

Nevertheless, Sperling does cover the basics for internet novices, reviewing issues like browsers, search engines, HTML, netiquette, error messages and other general internet items. He also deals with the interests of ESL/EFL teachers: e-mail use, discussion lists, newsgroups, the WWW, chat, MOO and video conferencing. These items are presented in a logical, no-nonsense fashion that allows teachers to use the information themselves or with students.

Sperling's brilliance, however, lies in his reference lists. He provides 61 pages of well-organized lists of other sources of information, each item with an electronic or traditional address. Also included are 17 pages of glossaries of Cyber-English terms, technical terms, emoticons (smileys) and abbreviations. Finally, in the spirit of the internet, there is a URL to receive updates on the book's content (such as changes in electronic addresses), the author's e-mail address to send feedback, and a URL for the world to access and read this feedback. In short, this is the 1997 Almanac for the ESL/EFL teacher using the internet.

Reviewed by: Jimmy Backer

Bulletin Board

District Inspectors of English 1997/8

Inspector's Name	Reception Hours		Tel. No.	Fax No.
	Day	Time		
Jerusalem Area				
Aran Shai	Monday	13:00-15:00	02-5601480	02-5601618
Ariel Tzivia	Monday	11:00-14:00	02-5601481	02-5601618
Tel Aviv Area				
Toperoff Debby	Monday	10:00-14:00	03-6935133	03-6935285/6
	Wednesday	16:00-19:00	03-5566156	03-6935285/6
Topaz Beverley	Monday	10:00-13:00	03-6935131	03-6935124
	Wednesday	11:00-14:00	03-5281766	By appointment
Vendriger Barbara	Monday	11:00-13:00	03-6935134	03-6935124
Central Area				
Epstein Zvia	Tuesday (1,3)	09:00-15:00	03-6935264	03-6935286
	Tuesday (2)	14:00-16:00	08-9446258	08-9446258
	Tuesday (4)	14:00-16:00	03-9689710	03-9500484
Kluska Miriam	Sunday	13:00-15:00	09-7649236	03-6935286
	Tuesday	12:00-14:00	03-6935108	
	Thursday	13:00-15:00	09-8625203	
Segal Judy	Tuesday (1,3)	12:00-14:00	08-6985185	03-6935286
	Wednesday (2)	17:00-19:00	03-9314766	
	Wednesday (4)	15:00-17:00	08-9279983	
Haifa Area				
Melamed Miriam	Tuesday	12:00-15:00	04-8353661/2	04-8353714
Northern Area				
Daghash Yosef	Monday	10:00-14:00	06-6500277	06-6500283
Kemp Judy	Monday	10:00-13:00	06-6500331	06-6500283
Levin Roberta	Monday	10:00-14:00	06-6500330	06-6500283
Nechushtan Maida	Monday	08:00-13:30	06-6500313	06-6500283
Southern Area				
Ornan Wilma	Tuesday	13:00-15:00	07-6464021	07-6464249
Simon Jane	Monday	14:00-16:00	07-6733908	07-6712580
Winter Hannah	Tuesday	14:00-15:30	07-6464196	07-6464249
Rural Sector				
Tsur Avi	Monday	10:00-14:00	03-6922859/847	03-6922845
Arab Sector				
Kaldawy Omaima	Friday	10:00-14:00	06-6477409	06-6570971
Mahajna Salach	Friday	10:00-14:00	06-6477408	06-6570971

National Counselors

Raquelle Azran	Native English Speakers	02-5603232 Fax: 02-5602047
Jimmy Backer	Computer Assisted Language Learning	06-6939338
Rivi Carmel	The Young Learner	03-6411630
Elana Cheshin	The Weak Learner	03-9326474
Arona Gvaryahu	Learning Disorders	08-9350388
Judy Kramer	National Coordinator*	02-5603587
Nira Trumper-Hecht	*Bridges* Project	03-5224236

* organization and coordination of the programs, projects and educational initiatives of the English Inspectorate

Changes

There have been several changes in the English Inspectorate this year. Ofra Inbar has stepped down from her position as a district inspector in order to continue studying for her doctorate, and will be greatly missed. Beverley Topaz, who is already acquainted with the Tel Aviv Inspectorate, will replace her. Hannah Winter, who was on sabbatical last year, returns and we thank her replacements, Arieh Sherris and Batia Tal, for their work during the past school year.

Resource books available

Alive and *Peacing It Together* can now be purchased from the Ministry of Education's official publications' distributor.

Alive (Activities for Learning Interactively Via Ecology) teaches environmental awareness. Edited by Avi Tsur, the material is appropriate for all grade levels. *Peacing It Together,* also edited by Avi Tsur, contains a wide variety of materials to be used in class on the subject of the peace process in the Middle East. It is designed as a resource book for teachers in junior and senior high schools.

Alive is priced at NIS 30. *Peacing It Together* is NIS 25. Both publications are available at: Rachgold, 7 HaManor Street, Tel Aviv 66558; Tel: (03) 518-0555; Fax: (03) 518-0233.

Round-table discussion

PROBLEM: CHEATING DURING EXAMS

When I corrected the semester test in the 8th grade, I realized that one of the pupils had copied almost literally from the pupil sitting in front of her. I had specially arranged different versions of the test, but unfortunately, this proved insufficient to prevent the determined pupil from cheating.

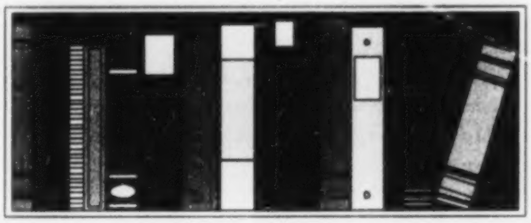
When I discussed the matter with the pupil, she denied cheating, started crying and accused me of treating her unjustly. She claimed 'I had it in for her.'

Answer: Judy Kemp, English Inspector, Northern District

Pupils do not always know what is expected of them in tests. Pupils need to know beforehand test contents: that it covers what they have studied; the number of points assigned to each part of the test, and the techniques used to test different skills (for example, multiple choice, open-ended answers).

An open dialogue between teacher and pupil, leading to a formal contract with agreed-upon criteria for obtaining grades is a good way to defuse tension and create a friendly atmosphere in the classroom. By reducing tension and fear of failure, honesty is encouraged. Pupils should be able to approach the teacher if they feel insufficiently prepared for the test at that time or would prefer an alternative means of assessment. These alternatives could include group projects, oral reports and taped interviews. There are many different ways in which to assess pupils besides official semester tests. When pupils are involved in the assessment process, it lowers their anxiety and tension toward tests. A good way to involve your pupils is to reach a consensus with them at the beginning of the school year regarding the components of their final grade.

In the confrontation you describe, it should be made absolutely clear to the pupil that cheating is unacceptable. However, she should feel there is a way out without losing face, and together you should find a solution that respects the needs of both parties. We want the pupil to feel the problem can be solved, but that it is mainly her responsibility to solve it. This process should lead to an understanding and commitment by both parties for future cooperation and integrity. Some possible solutions to the problem could be a retest, a project, a paper or any other way that the pupil suggests and which is acceptable to you.



PROBLEM: ASSESSING READING FILE WORK

I am having trouble assessing different kinds of writing assignments ("book reports") for the Bagrut Reading File. How can I give, for example, the same grade to a student who has drawn a picture as his/her assignment, as to a student who has written a whole page of English?

Answer: Judy Kramer, National Coordinator

The purpose of the Reading File is to encourage reading, not to evaluate writing skills. What you want to see is if the student has really read the book, so relate to the seriousness of the effort put into the assignment. Set your criteria in advance: your students should be required to use a different form of assignment each time, so that they will draw one picture, but also produce a written report, a poem, a cassette.

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Letters to the Editor

Dear Editor,

Once more I'm writing about a 'weakness' of the oral test. It can never be completely objective. Certain variables influence testers in their evaluations: prior information about speech impediments, personal tragedy, teacher's requests. In addition to these, however, certain aspects of the test make evaluation even harder. I'll describe my own experience this past year.

As a veteran teacher with many years of oral testing, I like to prepare my own cue-cards, based on past experience in my Bagrut classes and my sensitivity to pupils' interests. Some are similar to Penny Ur's suggestions, others are based on pupils' interests and lives. Penny Ur's list is indeed helpful in preparing pupils during the school year, but there is a problem if testers also use them in the oral test, as well.

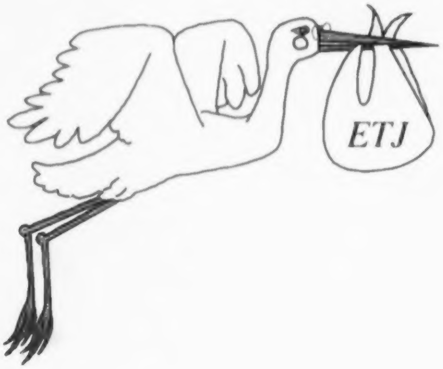
This is what happened in the school I tested. I brought my own cards, numbered from 1 to 18. The pupil could choose according to number, which added a game-like aspect to the situation. If the first card didn't appeal, s/he could choose another number and then read it. When the teacher saw my cards, she objected, saying that the pupils had been taught according to Penny Ur's list and it would be unfair to introduce something unfamiliar. I calmed her, assuring her that I would leave the choice to the pupils. Most chose my cards, and did very well. Those who chose Penny Ur's cue-cards rattled off questions like greased lightning without making a single mistake. These are students who previously had difficulties with the extended interview where testers are free to choose the subject. The gap in the grade was quite obvious.

The suggested list (Penny Ur's) is helpful as a preparation but there are more relevant situations in life. Isn't the purpose of the oral test to encourage natural and spontaneous oral communication, not parrot-like repetition of what has been drilled?

Amalie Etkin
Amit Lod-Ramla

As an active and committed English teacher, your opinions are important to us. Please share your experiences, problems and questions by participating in the ETJ.

Letters to the editor and suggestions for round-table discussion ideas can also be e-mailed to ETNI (English Teachers' Network in Israel) at etni@environment.negev.k12.il



Bagrut Answer Key
Summer 1997 Version A
5 POINTS

דגם תשובות לשאלון באנגלית
גירסה א׳, קיץ תשנ״ז
5 יח״ל מס׳ 908653, 09

פרק א׳: הבנת הנקרא (30 נקודות)

1. שגיאות לשון (מלבד כתיב): בשאלה ששווה 2 נקודות ומעלה, יש להוריד נקודה אחת.
בשאלה ששווה 1 נקודה, יש להוריד 1/2 נקודה (לעגל כלפי מעלה, אם צריך, במניין הנקודות לשאלה כולה). בשאלות "cloze" יש להוריד את כל הנקודה.

2. שגיאות כתיב: בכל סוגי השאלות, יש להוריד 1/2 נקודה. בכל מקרה, אין לנכות יותר ממחצית ערך השאלה עבור שגיאות מסוג זה.

1. (a) monitor / survey / check / watch (NOT: monitoring)
(b) reduced / lowered / decreased (NOT: declined)
(c) quality (NOT: efficiency)
(d) recognized / identified
(e) courts (NOT: court)

(Question 1 = 5 points) ....

2.(a) (1) (sophisticated) remote video cameras
(2) (a) (very) large database(s) (no "large" = 1 point off)
(b) accurate / precise / exact... fast
(c) 1. fingerprints / genetic blood tests
2. (faces on) video tapes / pictures (Accept: matching images)

(Question 2 = 8 points) ....

3.(a) iii because
(b) i driving licenses / identification cards
ii bank(s') / shop(s') / security cameras
(If answers for (i) and (ii) reversed = 0 points

(Question 3 = 3 points) ....

4.(a) i. enough resources / technology / tools
ii. ...improved / more security / crime control
(b) (British) civil-rights activists / the public / people (other than the police)
(c) ii. The intrusion...
v The possible misuse...
(d) Material from security cameras was sold for personal profit (or any suitable phrasing)
(e) i Facial recognition...
(f) Anything sensible.

(Question 4 = 14 points) ....

פרק ב': הבנת הנשמע (30 נקודות)

5. (a) iv ... same person
(b) i Hungary
(c) 1874
(d) iii wife
(e) ii Escaping...
iii Thinking... (3 points)
v Keeping...
(f) i could escape...
(g) pilots... film makers (2 points)
(If both singular = 1 point off)

(Question 5 = 10 points) ....

פרק ג': תרגילים בלשון (40 נקודות)
קלוז 5 יח"ל - גירסה א'

6. Deduct 1/2 point for spelling error or misuse of capitals, but WHOLE point if different word (e.g., whole / hole).

1. questions
2. spend
3. what
4. them / people / buyers / customers
5. out (NOT: on)
6. were
7. being / often/ sometimes / widely /also
8. shopping / buying / spending
9. called / named
10. types / kinds / groups / categories
11. product(s) / item(s) / brand(s)
12. examining / checking / selecting / comparing
13. interested
14. amount / length
15. Research
16. deciding / decision / time / choosing / comparing
17. There
18. all / half
19. Secondly / Furthermore / Besides / Moreover (Accept: Therefore / However)
20. where / (NOT: how)
21. findings / conclusions / facts / data
22. increase / raise
23. found / discovered / saw / realized / observed / learned / noticed
24. because / if / when / since / after
25. solution / answer / reaction / decision

(Question 6 = 25 points) ....

6. Deduct 1/2 point for spelling error or misuse of capitals, but WHOLE point if different word (e.g., whole / hole).

1. questions
2. spend
3. what
4. them / people / buyers / customers
5. out (NOT: on)
6. were
7. being / often/ sometimes / widely /also
8. shopping / buying / spending
9. called / named
10. types / kinds / groups / categories
11. examining / checking / selecting/ comparing
12. product(s) / item(s) / brand(s)
13. interested
14. amount / length
15. Research
16. deciding / decision / time / choosing / comparing
17. findings / conclusions / facts / data
18. increase / raise
19. found / discovered / saw / realized / observed / learned / noticed
20. because / if / when / since / after
21. solution / answer / reaction / decision
22. There
23. all / half
24. Secondly / Furthermore / Besides / Moreover (Accept: Therefore / However)
25. where (NOT: how)

(Question 6 = 25 points) ....

7. **Rewrites**

Deduct the whole point for grammar errors, 1/2 for spelling errors.

(a) He was interested in the subject. /The subject interested him.
(b) They don't know much about that disease / Not much is known...
(c) We have lived here (for) a long time.
(d) She couldn't make up her mind...
(e) She prefers cool weather to hot weather.
(f) The test was more difficult than we (had) thought / expected. / We didn't think the test would be so / that difficult.
(g) The trip was not well organized.
(h) It's dangerous to drink and drive / while driving.
(i) We must prevent violence in schools.
(j) Their laughter angered us / made us angry.
(k) There were thousands of teenagers at the concert.
(l) If she had been old enough, she would have been able to vote / If she were older, she could have voted.
(m)... she wouldn't be able to come / couldn't come the following night.
(n) The news I (have) just heard is exciting. / The news I had just heard was exciting.
(o) I wish we had seen that movie.

(Questions 7 = 15 points)..............................

Composition

פרק ד׳: חיבור (20 נקודות) על אחת
מהשאלות 10-8 (250 מילים)

(a) Regarding compositions which are partly or entirely off the subject: always consult a senior examiner before making any decision.
If in any doubt regarding relevance to the subject, call a senior examiner.

(b) Examiner must put in CORRECT number of composition, even if examinee has omitted it or put in the wrong number. Thus, number 8, 9 or 10 will always be 1 point, even if the composition scores 0 on 11-15.

		maximum score
8 - 10.	Comp. no.	1
11.	(grammar)	5
12.	(vocabulary)	5
13.	(content, structure, length)	5
14.	(spelling) Deduct 1 point for every three mistakes, depending on how bad they are.	3
15.	(punctuation: capitalization, full stops, quotation marks, question marks, apostrophes)	1
	TOTAL	20

Length:
200 words only - deduct 2 points from available category
150 words only - deduct 6 points from available categories
100 words only - deduct 10 points from available categories
Note: Deduct for length after all other deductions have been made.

No. 10 - if not in letter form, or if without addresses - deduct 2 points from question 12.

IMPORTANT: Do not just mark according to mistakes (i.e., deductions only), but also evaluate positively (niceties of vocabulary, grammar and style, etc).

Bagrut Answer Key
Summer 1997, Version A
4 POINTS

דגם תשובות לשאלון באנגלית
גירסה א', קיץ תשנ"ז
4 יח"ל מס' 908643, 81

(English and also Hebrew spelling mistakes are not counted)

הוראות כלליות:

1. שגיאות כתיב אינן מובאות בחשבון, ואינן גורמות להפחתת ניקוד.
2. בתשובות בהבנת הנקרא (הן בשפת-האם והן באנגלית), על הנבחן לענות על השאלה בלבד, ולא להעתיק משפטים מיותרים (שאולי תימצא בהם התשובה המבוקשת).
   יש להוריד נקודה אחת מתוך 2 על העתקת משפטים מיותרים.
3. **יש לזכור:** הבחינה ב-4 יחידות היא ברמה גבוהה ואינה מיועדת לתלמידים מתקשים.

פרק ראשון: הבנת הנקרא (30 נקודות)

בפרק זה אסור לענות באנגלית. ציון 0, אם עונים באנגלית.

1. (העובדה ש) היא לא קשורה לארץ, דת או קבוצה לאומית ספציפית / מסויימת.
   (3 מוזכרים = 2 נק', 1 או 2 מוזכרים = 1 נק').

2. (העובדה ש) הוא גדל בסביבה של קונפליקט/סכסוך לאומי/בין עמים. (חייב להופיע מושג הקונפליקט).

3. הוא האמין שהמחסום הזה היה אחד המכשולים העיקריים (בדרך) לשלום בין קבוצות לאומיות שונות.

4. (a) לא
   (b) הוא קיווה שאנשים (בכל העולם) ילמדו אספרנטו בנוסף לשפת-אמם.
   (a) = 1 נק', (b) = 2 נק', אבל אם (a) שגוי ו-(b) נכון = 0 נק').

5. בכך שתהפוך לשפה בינלאומית (בקרב דיפלומטים, אנשי-עסקים ותיירים). (אם לא מוזכר בינלאומית = 1 נק').

6. הספר הפך לרב-מכר/זכה לתגובות נלהבות (בכל העולם).

7. (ה)מכתב של טולסטוי (שבו הוא מודיע לזמנהוף שלמד את השפה בשלש שעות).

8. בין אורך הזמן שלוקח ללמוד אספרנטו ושפות אחרות (לקבל: לימוד אספרנטו דורש, בממוצע, 10%-15% מהזמן שנדרש ללמוד שפות אחרות). (בלי אלמנט השוואה = 0 נק').

9. העובדה שאספרנטו לא הפכה לשפה בינלאומית נפוצה / שרק 15 מיליון מדברים אספרנטו.

10. 2 מתוך הנתונים הבאים:
    מדברים אספרנטו כשפה שנייה ב-90 מדינות.
    מלמדים אספרנטו ב-500 בתי"ס ב-30 ארצות.
    פורסמו יותר מ-30,000 ספרים באספרנטו (כולל שירה, רומנים ובלשים).

11. לנכות נקודה שלמה בגין חלק דיבר שגוי או משמעות שגויה; לנכות 1/2 נקודה בגין דקדוק שגוי (יחיד/רבים; זכר/נקבה).

(a) חזון / חלום
(b) ניסוי(ים)/ניסיונות
(c) אופי / לא: טבע
(d) מקובלת
(e) (מכיוון ש-) גדל / גודל / התחנך
(f) ללמוד / לתפוס / לרכוש / לקלוט
(g) מתדיינים (על) / מתווכחים (ביניהם)
(h) שוקלים / דנים / מתלבטים (באשר ל...)

(Questions 1 - 11 = 30 points

פרק שני: הבנת הנשמע (10 נקודות)

12. (a) iv) ... same person
(b) i) Hungary
(c) 1874
(d) iii) wife
(e) ii) Escaping...
iii) Thinking... (3 points)
v) Keeping...
(f) i) could escape...
(g) pilots... film makers (2 points)
(If both singular = 1 point off)

(Question 12 = 10 points)

פרק שלישי: הבנת הנקרא (25 נקודות)

13. (1) monitor / survey / check / watch (NOT: monitoring)
(2) reduced / lowered / decreased (NOT: declined)
(3) recognized / identified
(4) courts (NOT: court)

(Question 13 = 4 points)

14. (a) (i) (sophisticated) remote video cameras
(ii) (a) (very) large database(s) (no "large" = 1 point off)
(b) (iii) In computers.
(c) Faces (on tape)... photos (in the database) tape(s)... database(s).
(d) 1. fingerprints genetic blood tests
2. (faces on) video tapes / pictures/ (Accept: matching images)

(Question 14 = 9 points)

15. i) driving licenses / identification cards
ii) bank(s') / shop(s') / security cameras
(If answers for (i) and (ii) reversed = 0 points

(Question 15 = 4 points)

16. (a) i) enough resources / technology / tools
ii) improved / more security / crime control
(b) (British) civil-rights activists / the public / people (other than the police)
(c) iii) The right to privacy.
(d) i) Facial recognition...

(Questions 16 = 8 points)

Bagrut Answer Key
Summer 1997, Version A
Supplement

דגם תשובות לשאלון באנגלית
גירסה א׳, קיץ תשנ״ז
השלמה מ-1 יח״ל ל-3 יח״ל מס׳ 016222

הוראות כלליות:

1. שגיאות כתיב אינן מובאות בחשבון, ואינן גורמות להפחתת ניקוד.
2. בתשובות בהבנת הנקרא (הן בשפת-האם והן באנגלית), על הנבחן לענות על השאלה בלבד, ולא להעתיק משפטים מיותרים (שאולי תימצא בהם התשובה המבוקשת).
יש להוריד נקודה אחת מתוך 2 על העתקת משפטים מיותרים.

בשאלות 1-11 אסור לענות באנגלית. ציון 0, אם עונים באנגלית. חייבת להיות התאמה לטסקט באנגלית במין, מספר וזמן.

1. הם חקרו את דרכי/אופני הקומוניקציה/הקשר/התקשורת בין הדולפינים.

2. הוא גירד את בטנו (של אלוור).

3. כי אלוור התרחק מדי.

4. בערך דקה/דקה או שתיים.

5. העובדה שאלוור השמיע צליל שנשמע כמו ״עוד!״/"more!" העובדה שהצליל שאלוור/אלבר השמיע נשמע כמו ״עוד!״/״שוב״/עוד פעם.

6. כי (הוא ידע ש) אלוור יודע הרבה מלים. (אם כותבים כי ידוע שדולפינים מתקשרים בעזרת צלילים - 1 נק׳).

7. (1) עם דולפינים אחרים.
(2) עם בני אדם.

8. (1) המוח גדול ביחס לגוף.
(2) חלקי המוח הקשורים והנוגעים לצלילים הרבה יותר מפותחים מאשר אצל בני אדם.

9. (1) הוא עובר הרבה יותר מהר במים מאשר באויר.
(2) הוא מגיע הרבה יותר רחוק במים מאשר באויר.

10. אזהרות מפני סכנה.

11. (a) לא
(b) המדענים מקווים שהניסויים עם דולפינים בגני חיות ובמוסדות מחקר יעזרו להם להבין איך דולפינים מתקשרים בסביבתם הטבעית. (אפשר להסתפק בחלקו הראשון של של המשפט).
(a) = 2 נק׳; (b) = 3 נק׳; אבל אם (a) שגוי ו-(b) נכון = 0 נק׳).

(Questions 1 - 11 = 41 points)

12. 1 a. HOME SAFETY
6 b. HEALTHY EATING
2 c. JUST BETWEEN FRIENDS
7 d. DO-IT-YOURSELF
3 e. EXERCISE IS FUN
8 f. FASHION HELPLINE
5 g. YOU AND YOUR PET
h. COMPUTER HELP
4 i. TRAVEL TIPS

(Question 12 = 24 points)

13.

WHILE YOU WERE OUT

TO: Tal Goren

CALLER: Dr. Stern / Your dentist

DATE: June 11 (or in numbers)

TIME: 9:00

(4 points)

MESSAGE (10-15 WORDS): (He) Can't see you tomorrow/June 12. Call him back at his office before 12:30

(Accept other suitable phrasings) (11 points)

Half a point deleted for each incorrect copying and each very basic grammar mistake.
One point deleted for each piece of irrelevant or incorrect information.

(Question 13 = 15 points)

14. 1. what 2. me 3. crossing 4. was 5. both
6. said 7. for 8. tell 9. very 10. better

(Questions 14 = 20 points)

Bagrut Answer Key
Summer 1997, Version A
1 POINT

דגם תשובות לשאלון באנגלית
גירסה א׳, קיץ תשנ״ז
1 יח״ל מס׳ 016101

פרק ראשון: הבנת הנקרא

Half-point deleted for each piece of additional / irrelevant information.
No points deleted for grammar mistakes, spelling mistakes or incorrect copying.

1. (a) 1. earaches 2. stomach-aches 3. snake-bites
(b) red vine
(c) 2 of the 3: boat: helicopter. (on) foot
(d) modern industries
(e) (the) plants... disappear are destroyed
(f) save
(g) 1. cancer 2. AIDS

(Questions 1 = 28 points) ....

2. (a) Andrew
(b) Richard
(c) Tom
(d) Susan
(e) Daniel
(f) Mark
(g) Mary
(h) Daniel

(Question 2 = 24 points) ....

פרק שני: הבנת הנשמע

3. (a) i) 3 ii) 1 iii) 2
(b) i) posters iv) towels v) Jazz discs
(c) i) clown

(Question 3 = 21 points) ....

THE FLYING GRANDMOTHER

4. (a) The program is called *60 Seconds on Special Hobbies.* NO
(b) Myra Benfield is 48 years old. NO
(c) Myra has seven grandchildren. YES
(d) Myra's family liked her hobby from the beginning. NO
(e) Myra has two kinds of pilot license. YES
(f) Myra works as a doctor. NO
(g) Myra is bored with her job. NO
(h) It is easy for Myra to manage in all weather conditions. NO
(i) Myra's grandchildren go flying with her. YES

(Questions 4 = 27 points) ....

Listening Comprehension Text 1:
"The Golden Gate Mall"

(one point)

Welcome to the Golden Gate shopping mall. This week we're having a special sale at Toby's towel shop on all kinds of towels - big, colorful ones for the beach, soft bath towels, lovely kitchen towels. If you buy two of any kind, you get a free shopping bag. See you at Toby's towel shop, on the first floor of the Golden Gate mall.

Come in and see the great collection of tapes and discs at the music center, second floor of the Golden Gate mall! We have pop music, rock music, classical music, jazz, and much much more. Today there is a special sale on our large selection of colorful posters of rock stars. You will also find jazz discs on sale. Don't miss this offer!

Children! Come on up to the third floor of the Golden Gate mall, where a world of surprises is waiting for you! Billy the clown and Sammy the magician will be there to make you laugh. There's free popcorn, and plenty of games and activities. Mom and Dad, don't worry—our trained staff will watch over your children while you are shopping.

Come one, come all to the Golden Gate mall!

Listening Comprehension Text 2:
"The Flying Grandmother"

Good morning, listeners. Welcome to our program *60 Seconds on Interesting People*. Today you will hear about Myra Benfield, a flying grandmother. Yes, this grandmother flies airplanes. Myra lives in a small town. She has two children and seven grandchildren. She took her first flying lesson at the age of 48. "My family thought I was crazy," she laughs. But today, 10 years later, Myra has both a pilot's license and a flight instructor's license.

Myra enjoys her job as a secretary in a doctor's office, but her real love is flying. She enjoys the excitement and also the challenge. She says, "The weather conditions can change very quickly, and you have to know what to do. This is not easy."

Myra admits she doesn't spend enough time with her grandchildren. However, she sometimes takes them flying with her. "How many grandmothers do that with their grandchildren?" she asks. She is grateful that she learnt to fly, because, she says, there is nothing like it in the world.

Listening Comprehension Text 3:
"The Magician Erik Weisz"

(four - five points)

S: Hello, I'm Shelly Black, and welcome to our weekly program about famous people. Today our entertainment expert, Michael Cole, will be speaking to us about a leading entertainer who died 50 years ago. Hello Michael.
M: Hello Shelly.
S: Who are we going to talk about today?
M: A famous magician - Erik Weisz.
S: Erik Weisz? I have never heard of any magician with that name.
M: Ha, but I'm sure many of our listeners *have* heard of the famous magician called Harry Houdini.
S: Yes - well?
M: Well, they're the same person: Erik Weisz, son of a rabbi, became Harry Houdini, the famous magician. You see, the Weisz family moved to the United States from Budapest, Hungary, in 1876, when young Erik was only two years old. Erik began to show an interest in show business, and as a teenager started performing on the stage.

S: Hmm ...

M: And then, when he was 20, Erik fell in love with a 16-year-old girl named Bess. A week after they met, they ran away to get married. Bess assisted Erik in his magic shows and they performed around the country. They called themselves the Houdinis.

S: I see. So Harry Houdini became an outstanding magician.

M: Well, actually he wasn't such a wonderful magician...

S: What!

M: Don't get me wrong, Shelly - what I mean is, he wasn't very good at performing card tricks and drawing rabbits from hats. However, he was an amazing and incredible escape artist. And he was an outstanding performer. He managed to keep an audience of thousands on the edges of their seats.

S: Oh? How?

M: Well, in every performance, his helpers or people from the audience tied him up. Each time he was tied and chained in a different way, and each time it seemed that he couldn't possibly escape - but he always did! In fact, Houdini was always thinking up new acts more dangerous than those ever tried before.

S: Such as?

M: Well, on one occasion he was locked and chained inside a box; another time he was locked inside a water tank. You see, Houdini claimed that no lock or chain could keep him tied down - and so each time he performed he had to prove himself again.

S: And this is how he became world-famous?

M: Yes, he performed all over the world and became very well-known in America, Europe, even Australia.

S: Mmm... busy life - but I did read somewhere that Houdini found time for *other* thrilling activities - wasn't he one of the first pilots?

M: You're right - in fact, he was the first to make a successful flight above Australia. But did you know, Shelly, that Houdini was also a pioneering filmmaker?

S: Really?

M: Yes, he produced, wrote and acted in some of the first adventure films.

S: Hmm... It's amazing how much one person managed to achieve in a lifetime.

M: Yes, and despite all the risks he took, he actually lived a relatively long life.

S: Um... well, it must have been great to live a life knowing that no lock or chain can tie you down. Thank you, Michael, for joining us. So until next time, goodbye.

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הוצאה לאור: מחלקת הפרסומים, משרד החינוך התרבות והספורט
הפקה: אלתן שירותי תקשורת בע״מ Production: Eltan Communication Services Ltd.